

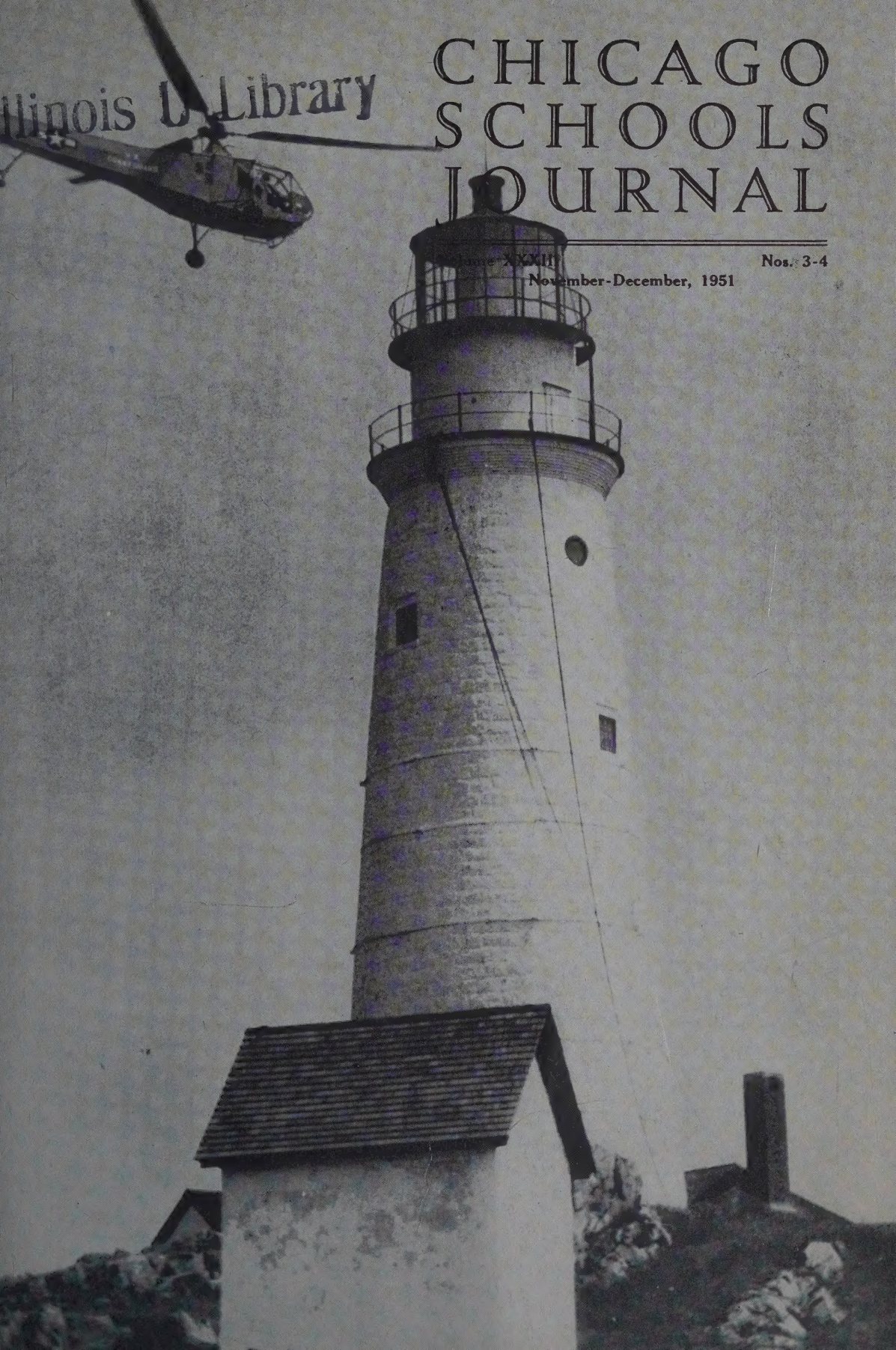
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AND THE SCHOOLS

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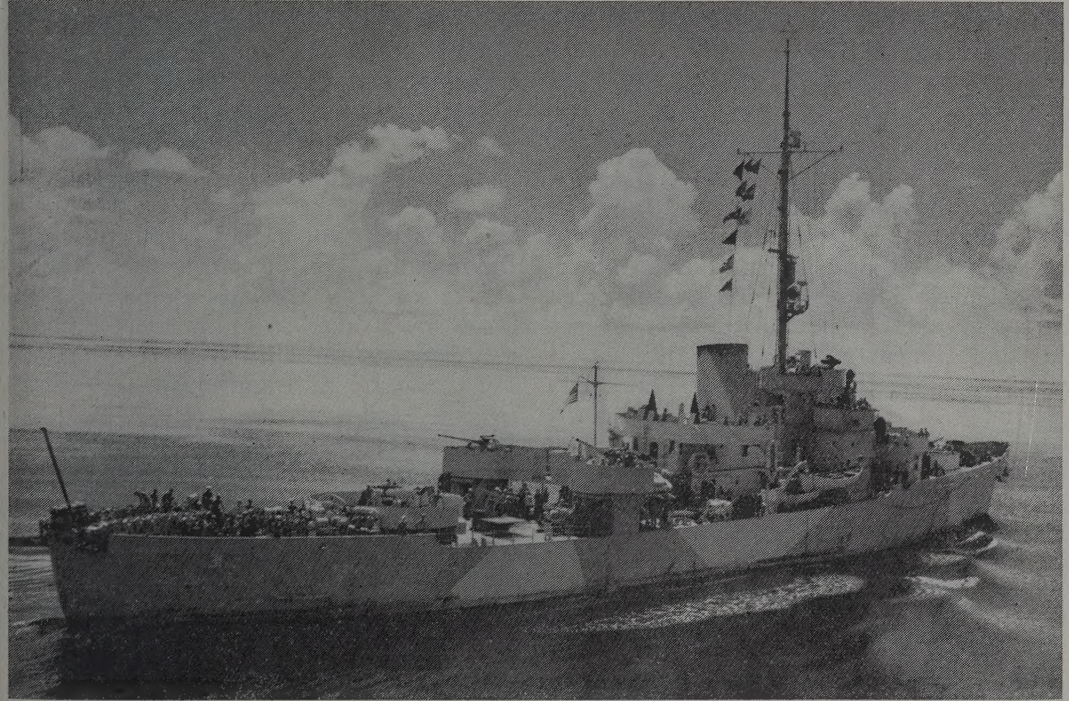
JOHN STEWART CAR

THE U. S. COAST GUARD

What It Means To Chicago

C. W. BERKMAN

LIEUTENANT, U. S. COAST GUARD



MANY of you who read this article may remember having seen the inscription "U. S. Coast Guard" on the buildings of the Jackson Park Lifeboat Station as you've driven along Chicago's Outer Drive. Maybe it was while you were outing at Calumet Park on the South Side and saw the South Chicago Lifeboat Station. Or perhaps you've noticed the famous old Chicago Lifeboat Station at the foot of Randolph Street as you've returned from the lake through the locks into the Chicago River on an excursion steamer or a friend's cruiser. In any event you will have heard of the Coast Guard in one way or another and you've probably wondered what it is and what it

does. Accordingly, this article is written with the intent of acquainting you more fully with the Coast Guard, its place in our governmental structure, and its duties — and more particularly, to tell you what the Coast Guard means to Chicago.

First of all, the Coast Guard in peacetime is a federal agency within the Treasury Department. Nonetheless, it is one of the armed forces of the United States at all times. It had its beginning in 1790 as the U. S. Revenue Marine — later, U. S. Revenue Cutter — a seagoing outfit established to assist Alexander Hamilton and his young Treasury Department by

Photograph — Coast Guard's Weather Patrol Cutter
GEORGE M. BIBB.

preventing smuggling along the eastern coastline and enforcing the collection of revenues so desperately needed by the young country. Eight years later the Navy was founded. Since that time this service has fought alongside the Navy in every war in which our country has engaged and has enjoyed the reputation of being the oldest continuous armed force of the United States.

In World War II the Coast Guard expanded to a force of 172,000 officers and men and actively participated by escorting convoys, manning troop transports, landing assault troops on beachheads in every theater of operation, making coastal anti-submarine patrols, and doing numerous other wartime tasks. Today the Coast Guard is under the jurisdiction of the Treasury Department once more, but it is prepared to transfer to the Navy Department at a moment's notice in the event of war, national emergency, or when so directed by the President. In the latter case it would operate under the Secretary of the Navy and the Chief of Naval Operations as a separate Corps within the Navy with a status similar to that of the Marine Corps.

From its very inception this service has performed duties which it is still performing to this day. They include law enforcement on the navigable waters of the United States, rendering assistance to vessels and persons in distress, assisting the Navy in the defense of the country, and co-operating with other government agencies.

SERVICES EXPANDED

With the passage of time and consequent growth of the country the duties of the service have gradually increased and the service expanded accordingly. The acquisition of Alaska in 1867 resulted in annual cruises to the Bering Sea during which the Revenue Cutters were required to give assistance to distressed mariners, maintain aids to navigation, protect the seal herds, and provide medical attention

for natives and settlers. The Bering Sea Patrol is still an annual job of the Coast Guard, now performed by the icebreaker-type Cutter *NORTHWIND* which carries doctors, a dentist, and a floating court to the outposts of the farflung territory. The *TITANIC* disaster of 1912 resulted in the establishment of an International Ice Patrol which has required annual patrolling of the North Atlantic shipping lanes by Coast Guard Cutters which make radio reports to warn vessels of danger when icebergs approach the steamer lanes.

Another expansion occurred in 1915 with the absorption of the U. S. Lifesaving Service, which had been responsible for manning and operating the system of stations whose breeches buoys and lifeboats have saved so many lives along the shorelines of the United States. Then, in 1939, the U. S. Lighthouse Service was consolidated with the Coast Guard, and with it came the responsibility of maintaining and operating the lighthouses, buoys, and other aids to navigation which play such an important part in making the mariner's job an easier and safer one.

World War II has left some permanent additions to the already long list of duties of the Coast Guard. One of these involves manning and operating the LORAN (Long Range Navigation) stations which have brought about much more dependable navigation for vessels and transoceanic airplanes through the application of electronics.

Another has resulted in the manning of Weather Patrol stations by Coast Guard Cutters which radio frequent on-the-spot weather observations from mid-ocean to interested ships and aircraft and to the U. S. Weather Bureau ashore. In addition, these Weather Patrol vessels operate radiobeacons and transmit accurate navigational "fixes" to passing ships and planes by radio. These Weather Station vessels are equipped and alert to give assistance to distressed mariners and aviators as the need arises. The reader may recall the Bermuda Sky Queen incident of 1947 in

which the Coast Guard Cutter BIBB rescued fifty-nine persons from trans-oceanic aircraft which crashed in mid-Atlantic. The crash and subsequent rescue work took place in the dirtiest kind of weather, and the fact that all hands were saved from the downed plane can be attributed to the daring and superb seamanship of the Coast Guardsmen on the BIBB.

Third, and probably most important, was the transfer of the duties of the Bureau of Marine Inspection and Navigation — formerly Steamboat Inspection Service — to the Coast Guard. Those duties, while not so glamorous as some of the more active operations, are doubly important because of their preventive nature. They include the testing and documenting of the personnel who man our merchant vessels, periodic inspecting of the merchant fleet to insure that the law is com-

plied with in respect to maintaining the vessels in a safe condition and to their proper operation, the investigating of marine casualties to learn how they can be avoided in the future, and the promulgating of rules and regulations designed to effect greater safety aboard our merchant vessels. One of the very important jobs of this branch of the Coast Guard has been the active prosecution of a screening program to insure that persons who are members of, or sympathetic to, subversive groups are not permitted to work aboard the merchant vessels which are so important to the national economy and national defense.

Another important wartime duty which has recently been reassigned to the Coast Guard is that of Port Security. This consists of safeguarding the vessels, ports, and waterfront facilities of the country against



A Harbor Tugboat

destruction, loss, or injury from sabotage, accidents, or other causes.

Many Chicagoans will remember the steady stream of locally-built LST's and other wartime vessels which sailed through the Chicago River and Illinois Waterway enroute to the wars by way of the Mississippi, but quite a few of them will not have known that the Coast Guard was responsible for moving these vessels through the first leg of their journey. To do so a group of experienced Coast Guardsmen enlisted the help of local pilots and ferried more than 2,500 vessels through the Illinois Waterway without a serious casualty to even one vessel.

ORGANIZATION

The jurisdiction of the Coast Guard extends over all the navigable waters of the United States and its territories. It takes a large organization to handle such a variety of duties throughout such a widespread area but you can rest assured that such an organization does exist. The many types of ships, the boats, the aircraft, the lighthouses, the lifeboat stations, the shore bases, and the other units of the Coast Guard, as well as the officers and men of the service who keep the organization running, are always ready for any assignment, be it towing in a disabled freighter, rescuing flood victims along the Mississippi, searching for missing trappers in Alaska, standing a lonely watch in an isolated lighthouse, or taking a Destroyer-Escort out to sea on a dark night to look for enemy submarines when you know "you've got to go out but you don't have to come back."

The chief officer in the Coast Guard is the Commandant, with his Headquarters in Washington, D. C. He supervises the administration of Coast Guard business through a series of District Offices located along both coasts and the Gulf of Mexico, at St. Louis and Cleveland, and in Alaska and Hawaii. The Commander, Ninth Coast Guard District (Cleveland), with the assistance of subordinate commanding

officers assigned him, exercises administrative control over all units of the Coast Guard within the Great Lakes area.

Locally, the Commander¹ of Coast Guard Group Chicago is in command of lifeboat stations at Wilmette, Chicago, Jackson Park, South Chicago, and Michigan City, as well as of the 110-foot, ice-breaking tug ARUNDEL, and a 64-foot tug. In addition, the "Group" includes the following manned light stations: Chicago Harbor Light, Waukegan Light, Calumet Harbor Light, and Indiana Harbor Light. Two of these lights are visible for 17 miles out on the Lake. Radiobeacons at Chicago Harbor and Calumet Harbor have an effective range of 100 miles. Other duties performed by the Group Office include Port Security, Recruiting, Auxiliary, and Reserve. Other Coast Guard units in the Chicago area are the Marine Inspection Office and the Northbrook Radio Station. An outline of the activities of these units should give the reader an appreciation of just what the Coast Guard means to Chicago.

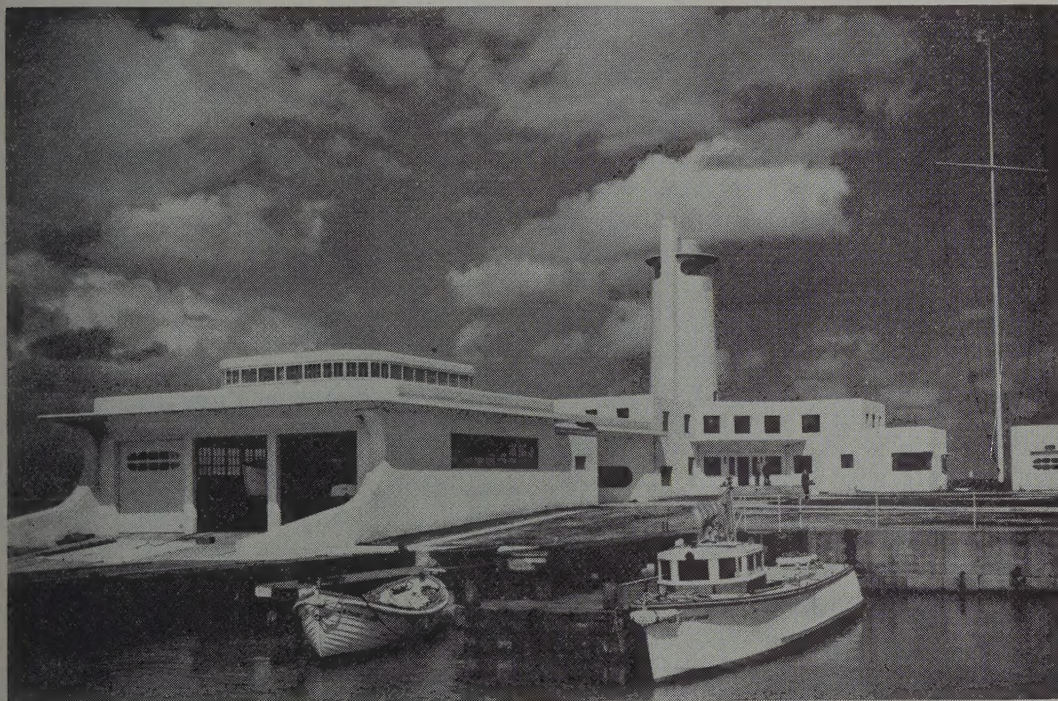
The work of the Marine Inspection Office in Chicago results in greater safety by insuring that the precious cargoes of iron ore, coal, other raw materials, and finished products that are transported to and from Chicago are carried by vessels that are in good material condition and manned by qualified personnel. It also insures that all vessels are properly equipped with lifeboats, lifejackets, and firefighting and safety equipment to make passage upon the vessel as safe as possible for passengers and crew. During the fiscal year 1951 it (1) inspected 484 merchant vessels, (2) made 1,562 shop inspections of material and equipment destined for marine usage, (3) held examinations and (4) issued 454 licenses to officers of the merchant marine and 2,598 documents to merchant seamen. Typical work of the Marine Inspectors would be the supervision of the recently converted steamship CLIFF'S VICTORY during reconversion.

¹Captain William P. Hawley, U. S. C. G.

They are now engaged in inspecting the work of converting the SS TOM M GIRDLER which recently arrived in the Chicago area.

The lifeboat stations are also busy units. Station maintenance and upkeep of the boats are but minor, routine work. However, during the yachting season the stations more than justify their existence

tion of aids to navigation — buoys, fog signals, radiobeacons, lights — that help the small yachts and big ore-boats find their way into port on dark nights and during foggy weather. They board and inspect pleasure craft to see that they are equipped with the required lifesaving and safety equipment.



New Streamlined Coast Guard Base at Great Lakes

by the assistance they render to distressed yachtsmen. And, as is typical with so many Coast Guard operations, foul weather is the underlying cause for distress; so it is — when the weather's dirty, the Coast Guard's busy. And that's where the lifeboat stations excel. Handling small boats in all kinds of weather has earned Coast Guardsmen the reputation of finest boat handlers in the world. Such assistance is just a small part of the station's work.

Each of the stations is guided by the U. S. Weather Bureau and flies appropriate storm warning signals. They have the responsibility for maintenance and opera-

Other work of the stations includes supervising small craft anchorages, such as the yacht club basins; patrolling marine regattas; and inspecting bridge lights along the Chicago River and Illinois Waterway as far south as Lockport. Recently, boats from Chicago Lifeboat Station were employed to escort the SS TOM M GIRDLER through the Chicago River on the last leg of her journey from the East Coast to the Great Lakes via the Mississippi River. The station boats planted special buoys to mark the Girdler's way and ran ahead of the big ship to warn traffic to keep clear. Altogether, Coast Guard

units performed 234 cases of assistance in Cook County during the last fiscal year.

A major part of the Coast Guard's work is searching—searching for overdue or missing pleasure craft, dragging for drowning victims, etcetera. An important and fairly frequent task is rushing medical assistance to some sick seaman out on the lake or perhaps picking up an appendicitis case and rushing him ashore for an operation. Many times a case of that nature will involve aerial assistance—and the Coast Guard has that too. A plane from the Coast Guard Air Station at Traverse City, Michigan, can take a doctor to the scene or land near a vessel on the lake and evacuate a medical case to shoreside facilities.

AUXILIARY SERVICES

Since the lifeboat stations have a great deal of work to do away from home, they have trucks and boat trailers which enable them to tow their lifeboats overland to participate in flood relief duty elsewhere or co-operate with police and other civil officials in a variety of ways, such as dragging for drowning victims in waters outside the jurisdiction of the Coast Guard.

Now there's a lot more to the Coast Guard than has been covered so far, but by now the reader has seen how the service fits into the scheme of things—from a national standpoint, and as far as Chicago is concerned. Brief mention should be made, however, about some particulars not yet discussed. One of these is the ice-breaking Cutter MACKINAW which, though not often working in the Chicago area, does contribute to Chicago's economy in great measure by extending the navigating

season and keeping many steamboats bound to or from Chicago from getting icebound elsewhere on the Lakes. In the Chicago area this work will be performed by the icebreaking tug, ARUNDEL, which has recently arrived from the East Coast to replace the Cutter FREDERICK LEE. The Arundel brings with her a distinguished wartime record of duty in the waters of Newfoundland and Greenland.

Mention should also be made of the Coast Guard Auxiliary—that fine outfit of yachtsmen who voluntarily assist the Coast Guard by their courtesy inspections of motorboats and their other efforts to promote safety among the pleasureboat fraternity. Similarly, the members of the Coast Guard Reserve cannot rightfully be overlooked, for the evenings and summer periods which they devote to the reserve training program are one of the best proofs that the Coast Guard is living up to its motto of "Semper Paratus—Always Ready." And lastly, the Coast Guard League is that benevolent body of civilians dedicated to promoting the welfare and "advertising" the good name of the service.

In closing, this article is dedicated to those men wearing the Coast Guard shield on their sleeves whose jobs, though often tedious, monotonous, or lonely, are responsible for the success of so many of the service's operations. They are the watchstanders—the radioman alert for a distress call, the seaman on lookout watch in the bow of a Cutter, and the men who so very often are the eyes of the lifeboat stations—the lookouts on watch in the lighthouses and station towers throughout the domain of the Coast Guard.

Men despair and lose morale, not when they are confronted by hardships, but when their efforts to come to grips with their problems are frustrated.—"Education and the Morale of a Free People," by Educational Policies Commission

TELEVISION AFFECTS VOCATIONS

PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

TELEVISION is expected to become one of the ten major industries within the next five years and to eventually supply jobs for millions of workers. Video is generally thought of as a medium for mass entertainment, and currently this concept is valid. However, great potential for television utilization will be found in its specialized applications for commerce, education, government, and industry.

Educators should become familiar with some of the present and future applications of television so that they will be well-qualified to advise young people in selecting career opportunities in this field. Sixty electronic job classifications in the technical and engineering areas of television have been listed with the United States Department of Labor.¹ Add to these the numerous other crafts and the non-technical categories also being employed by the industry, and career-seeking students have a bewildering number of alternatives from which to choose.

A review of some of the advances and applications that have been made with TV by business and industry will assist in solving the guidance problem and might well suggest many adaptations for school purposes.

INDUSTRIAL APPLICATIONS

Several companies are already competing for the market created by the demand for remote metering and monitoring devices utilizing television. This is especially desirable in factories, large chemical plants, and in other industries where danger or extreme temperatures are involved, or the cost for hired personnel is prohibitive. Basically, the setup includes a television camera or flying-spot scanner trained on the particular area or operation designated. At a convenient, central loca-

tion, a monitoring kinescope is installed so that the process or activity can be observed from a distance. Carrying this principle a bit farther, it is possible for a single individual to supervise a score of operations from monitors installed in a single location. Similarly, the wards and sickrooms of a hospital, the guard responsibilities of a penal institution, and the critical steps in operating an atomic pile, or a jet engine testing stand can be carefully observed. Scores of other uses can be made of this facility.

One large manufacturer and broadcaster has offered his equipment for use in holding "remote conventions." By means of this arrangement, a large corporation can stage a stockholders meeting or a salesmen's get-together by having the personnel gather in specified places in a number of key cities all over the country. By means of "captive" television all of the convention centers would have two-way video and audio communication so that the assemblages can carry on their business as though they were all in the same hall. With the grave fears expressed of the vulnerability of our centralized government in the event of an atomic attack, Senator Wiley has proposed the dispersal of the governing body to perhaps thirty to forty scattered points over the country. The business of the nation would then be conducted through the medium of this type of television.

It has become part of the stereotype of the business executive to have an object known as an intercommunication station on his desk. A device, operating in the same manner but incorporating the additional convenience of sight with sound, is now on the market. Staff personnel in

¹Job classifications as correlated with the Dictionary of Occupational Titles by the American Television Institute of Technology, Chicago.

widely separated locations in a plant can see as well as hear each other by the simple flip of a switch. Much time and energy can be saved in going over plans, reviewing specifications, or observing operations through the means of this technological advance.

An extension of intercommunication television has been made available for the use of invalids and persons confined to their homes or beds for extended periods. The school and the home may be connected via telephone lines to carry the two-way television and voice communication. In this way the student who is unable to attend classes in person can participate in the recitations, ask questions, and volunteer answers. A special locking-tuning device is provided to prevent the stay-at-home from playing "hookey" from school by tuning in a commercial station.

PROGRESS IN COMMUNICATIONS

Although steady progress in being made in linking the nation by coaxial cable and micro-wave relays, another method has been successfully demonstrated and promises many advantages. The system, known as Stratovision, is a plan to give nationwide coverage to television by the strategic location and operation of high-altitude planes. It has been estimated that fourteen planes could blanket 78 per cent of the United States. These aircraft would be fitted with television receiving equipment to pick up telecasts transmitted from ground stations many miles below. The signals, in turn, are re-transmitted from the planes, and by virtue of their altitude and the line-of-sight characteristics of the radio wave will cover relatively great areas of terrain. The limit of coverage is based mainly on the altitude of the plane. It has been suggested that aircraft relay shifts can be used to maintain continuous service. The investment in a project of this sort is only a fraction of that needed to "blanket" the country through the use of conventional methods. This operation can also be employed in times of emergency when the usual

channels of communication may not be operating.

A combination of television and microfilm, known as Ultrafax, makes possible the transmission of the contents of a three hundred page book, illustrations and all, coast to coast, in a matter of some ten minutes. The intelligence to be transmitted is quickly recorded on microfilm and then televised by micro-wave relay to its destination. The signals are retranslated on microfilm in a matter of minutes and are ready for use. Perhaps some day the "Book of the Month" selections will be distributed to the homes of subscribers by a similar method. Looking even farther ahead, the library of tomorrow may be a distribution center relying on the miracle of electronics instead of library cards.

A few newspaper publishers have been experimentally servicing a limited number of subscribers with facsimile newspapers. This does away with the usual home delivery since the news is reproduced on a remote-controlled electronic printer in the home. It makes available an abbreviated and condensed edition that can be read along with the drinking of the morning coffee. It has been proposed that the device be combined with video for easier and more universal coverage.

Dr. Vladimar Zworykin suggests the practicality of home television receivers equipped to transmit the viewers reactions to a central office. This would be accomplished by means of a push-button arrangement and would open new vistas for mass psychological testing. One programming organization is already employing this idea for its specialized purpose.

MOBILE TELEVISION

Although still a rarity, and unusual enough to attract much attention, scores of automobiles are already equipped with television. Fourteen states have seen sufficient potential hazard in this development to the point of limiting or forbidding the installations entirely. Taxicabs, also, have been testing this accessory as an

added source of pleasure for the passengers. Trains, planes, and ships are either experimenting with this same innovation, or have already added it as a permanent part of the service.

Helicopters have been employed to hover over traffic intersections and along main highway routes to report conditions of congestion by radio to the police, so that the cars can be efficiently re-routed and directed at times of heavy travel. The suggestion has been advanced that the helicopter be fitted with a television camera and transmitter, so that the base station can have actual images of the traffic problem and be able to do a more effective job of solving it. This same application was mentioned for on-the-spot news reporting during fires, floods, disasters, and other events of extreme emergency or great significance that cannot be properly covered by the usual means.

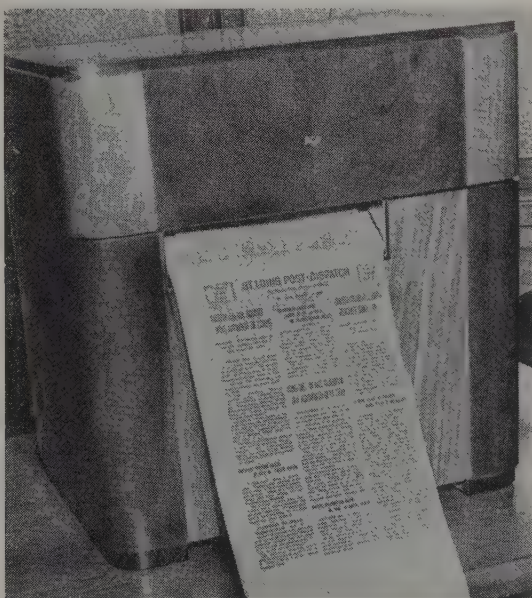
Many stations have been devised for the safe and efficient control of aircraft in the vicinity of the various airports. Air travel is becoming heavier with the passing years and regulations and even the various electronic landing systems are not sufficient to lessen the danger of accident hazards. Radar is employed extensively so that control towers can give more intelligent directions, and many planes are equipped with radar devices. The ultimate at this stage, however, resolves itself into a system whereby the airport control can televise a radar or actual picture of the immediate vicinity of the plane, so that the pilot always has a complete and detailed portrayal of the traffic pattern before him. In this way the pilot can see his own plane in relation to all other objects, and can guide his craft safely in all kinds of weather.

It was inevitable; now R. C. A. has announced the production of the fifty-three pound "walkie-lookie." It is a portable television camera and transmitter with an effective range of one mile. This unit is designed to give adequate coverage to events and happenings beyond the range



Courtesy of the St. Louis Post-Dispatch

Sending Apparatus for Radio Newspaper



Courtesy of the St. Louis Post-Dispatch

Receiving the News

of the cables connecting the "remote" cameras to the mobile station. This should result in better reporting and more "personal" contact for the television audience.

TELEVISION HELPS COMMERCE

Some of the larger department stores have experimented with a closed-circuit arrangement known as Intra-tele. With this convenience, prospective shoppers assemble in a "theater" in the store and watch a large television screen as the bargains in each of the various departments are shown or demonstrated before the roving cameras. The customers, in many instances, are prompted to take advantage of the "specials" offered without the need of exploring the possibilities by the more tedious and usual method of walking and hunting. The success of this approach was exciting and the impact much more powerful than many other types of advertising. Extensive use of this technique promises to revolutionize some of the aspects of merchandising and advertising.

A related feature is "Tele-Shopping." Products are introduced on the regular home television screens and housewives and others review the presentations. Featured articles are ordered by means of the telephone or by mail. In this latter instance, mail order forms previously supplied are utilized. Some individuals predict that this approach may eventually tend to convert department stores to mere mail order outlets.

The fishing fleets usually depended upon the knowledge of the "old salts" to locate the schools of fish. Recently, aircraft spotters have been employed for this purpose. Now, it has been proposed, that television "eyes" be lowered over the side of the ships to obtain this information. In the same manner, television cameras can be placed in hermetically sealed chambers — similar to Beebe's Bathysphere — and lowered to the depths of the ocean bed for purposes of exploration or salvage, making

unnecessary the descent of divers. Recently, this system was employed by the British to locate a submarine that had gone down in the English Channel when conventional methods failed.

DEVELOPMENTS CONSTANTLY

Almost daily, new suggestions are advanced for additional uses of television. Many of these are practical and ready for implementation now. Others require research and further development. Reports of medical conferences and X-ray diagnoses made by doctors separated by hundreds of miles, via television, give promise of cutting down the expense and delay usually involved when specialized medical opinion is required. Also, the expansion of this innovation will bring countless blessings to patients by enabling the doctor or technician to give help or advice without actually being present at the scene.

World War II really gave present-day television its impetus. Much of the know-how in use today was developed under great pressure and with the tremendous resources available during this period of stress. Television transmitters were made compact enough to install in radio-controlled planes and rockets, as well as in regular aircraft. With this equipment it was possible for a "spotting" plane to fly over enemy territory while personnel at the home base could observe, and even photographically record, the route of the flight. Such items as condition of the terrain and the deployment of enemy troops and matériel become available through this means. Peacetime applications include the use of such a plane by travel agencies to permit prospective clients a preview of contemplated trips, and for geographic surveys. With the advance of both television and rockets, proposals have been made by Robert P. Haviland, Willy Ley, and others that rockets equipped with television could be shot into space to become earth satellites. In this way, two or three of these permanent stations would be capable of receiving signals from the

earth and retransmitting them to blanket the entire world. This indeed would be the ultimate in coverage and interplanetary engineers believe in its feasibility.

Camera tubes have been manufactured that will respond faithfully to infra-red light. This light is in the portion of the spectrum that is invisible to the eyes of humans and animals. Many applications are suggested here in connection with burglar alarms, photographic recording, and observation of the behavior of animals in their habitats and other scientific experiments.

In the aircraft industry, test pilots very frequently risk their lives to validate the plane of new and radical design. Now by means of radio control and a television "eye" human lives may be spared. All of the information concerning the plane's performance can be transmitted to the observers on the ground as the television pilot watches the gauges and the instrument panel.

Doctors working with the human eye are trying television therapy as a possible aid in the instances of weakened eye muscles. Typical of these experiments is the report of one doctor who explains the technique. The young subject is allowed to watch an interesting adventure movie with both eyes until the film nears a climax or exciting episode. Then the normal eye is shielded by a card and the weak eye takes over the entire job of following the motion on the screen. The resultant shift-

ing of the eye back and forth helps to strengthen the muscles.

Three major systems of pay-as-you-go television are being promoted by the Zenith Corporation (Phonevision), the Skiatron Corporation (Subscriber-vision), and Balaban and Katz Corporation (Telemeter) to bring the bill directly to the consumer. Uses to which these facilities can be put include extension and adult education classes in the home in connection with accredited institutions, as well as the means of viewing first-run movies, sporting events, and plays.

Spyros Skouras, of Twentieth Century-Fox, envisions four or five competitive networks or circuits for theater television in each natural area or time zone of the country. As an example, New York, Chicago, Denver, Atlanta, and Los Angeles could act as centers to service 500 to 1,000 theaters in each network. Almost fifty such theaters have already been put into service in major television centers.

Actually, television can do practically anything that the human eye can do — and do it under more hazardous, prolonged, and exacting conditions. All that is necessary is to decide what is to be done, and a way can be devised. The versatility of television, even at this early stage, has been too often neglected as far as the general public is concerned. All must be brought to realize the tremendous employment potential of this field as well as the need for training large numbers of specialists to meet the growing demand.

The world is ruled by ideas. Every few centuries a great idea is born into the soul of man. Whether it becomes destructive or constructive depends upon what is done with it and who has charge of the doing. — George D. Herron

WE'RE ALL TEACHERS¹

JAMES I. BROWN

UNIVERSITY OF MINNESOTA

SOME teach biochemistry or economics, others teach art, music appreciation, or analytical geometry — but *all* of us, no matter what our special field, teach one subject in common, whether we realize it or not. Try the word *English* in the completion-test title and you know the subject. By it you are reminded of that perennial and seemingly inevitable problem of teaching students to use effective English.

The mushrooming growth of specialization is perhaps largely to blame for the prevalence of poor English (provided you are willing to absolve us English teachers from major blame!). A minor house repair involving the nailing of a trim, the connecting of a wire, the patching of some plaster, and a final covering of paint requires *four* "specialists." A nuclear physicist may not feel any responsibility for the use made of his earth-shaking discoveries, believing such matters to be the special concern of the social scientist or military expert. It is this limitation of responsibility and interest to certain specialized fields that is apparently at the root of the difficulty.

Both teachers and students alike are inclined to notice the special department of English and conclude, very naturally, that English is of no great concern to other departments. After all, is the history department concerned about a student's knowledge of chemistry or economics? Of course not. Each department has its own responsibilities. That leaves the English department and *only* the English department responsible for a student's English. And that means actually an almost complete disregard of the quality of a student's English in all courses except those in composition.

Yet in any and all special fields is there not need of adequate communication of ideas? Of what value is an inarticulate Einstein? Should not a student's expression ability be equal to the task of expressing *without loss* his complete grasp of any subject matter?

Most students naturally consider it a waste of time and effort to develop their expression ability merely to please an English teacher. If they can get away with murdering the King's English in all classes except English, why not? And most teachers naturally expect the English department to resolve the difficulty single-handed.

That brings us to the important realization that if teachers who are not primarily English teachers do not insist on good English, there is little point in attempting to teach it in the English department. That department is hardly in a position to tell the students what is demanded of them in other departments where they will do most of their writing. Furthermore, there is no such thing as neutrality. The teacher who does not encourage the use of good English, in effect discourages it. The teacher who is not *for* good English is *against* it. In other words, the best teachers of English may not be in the English department at all!

A co-operative attitude which cuts across departmental barriers strikes at the root of the difficulty — specialization. That attitude is embodied in such actions as those taken at Harvard and Columbia. In the later half of the Harvard Freshman English course there are no scheduled class meetings. Students bring written assignments due in other classes to their

¹Reprinted from the April 1951 issue of *The Phi Delta Kappan*

English instructor and work out their individual problems in conference. At Columbia instructors of Contemporary Civilization and Humanities were persuaded by the English department to make the quality of a student's written performance a recognized part of the standards of those two courses, this being considered the first step toward getting similar co-operation eventually from all faculty members.

If only all teachers were teachers of

English! Not in the same sense as those in the English department, but indirectly — not necessarily by “comma chasing” or direct checking of mechanics, but by letting the student know that both content *and* form are important! It means letting the student know that you are concerned when his clumsy sentences and poorly constructed paragraphs interfere with an adequate expression of an idea.

The English department would like to co-operate.

THE ANTI-CRUELTY SOCIETY

W. A. YOUNG

MANAGING DIRECTOR OF THE ANTI-CRUELTY SOCIETY

JUST before the turn of the century on March 7, 1899, Mrs. Joseph Winterbotham invited half a dozen of her friends to her home one evening to create an organization in Chicago to help care for homeless, unwanted, and surplus animals. That was the birth of The Anti-Cruelty Society. Like all charitable organizations, it is dependent upon the generosity of kind-hearted and understanding citizens to provide the funds necessary to carry on its good work. Fortunately there have been several outstanding humanitarians, such as Anna R. Wells, Marion E. McConnell, and Emily D. Hulbert, who have not only supported the work during their lifetime but remembered the Society generously in their wills.

Today after more than fifty years of work, The Anti-Cruelty Society is recognized as one of the outstanding humane organizations in the United States. It is not the oldest but it is by far the largest in the entire Middle West. The principal area covered in the Society's work is the Metropolitan City of Chicago. However, its State Charter authorizes and enables it to function any place in the State of Illinois to eliminate or reduce suffering to either children or animals. The principal

part of the Society's work is carried on in behalf of animals, inasmuch as the Society is equipped and manned by competent personnel for that particular task.

WORK OF THE SOCIETY

The primary function of an anti-cruelty society is the collecting, housing, and disposal of surplus or unwanted animals. The Anti-Cruelty Society maintains a fleet of collecting ambulances which goes out each day over the greater Chicago area to pick up such dogs, cats, miscellaneous animals, and birds as people have requested. About 35,000 calls per year are made by these collecting ambulances. Sometimes it is a litter of unwanted kittens; at other times it is an old treasured pet which the family has decided must be given up.

A great deal of the work involves emotional incidents so far as people and their animals are concerned. It is never a pleasant experience to have to part with a faithful old dog which has been a fireside pal for many years; but there comes a time when common sense and reason demand that we relieve him from his suffering.

Many lost animals, particularly dogs, find their way to our kennels. Citizens turn them over to us, knowing that every-

thing will be done to find their rightful owners. By advertising in the newspapers and maintaining a scrapbook of ads concerning lost and found animals, together with descriptive cards recording lost pets, we are able to return many highly treasured four-footed friends, which otherwise would have been roaming streets and alleys to eke out a precarious existence against unsurmountable odds, to their owners.

One of the happy moments in a working day is when we are able to place a nice dog, cat, or other creature into a proper home. There is always a goodly supply of prospective adoptees wagging their tails, eagerly awaiting a chance to show some family that they are the "best dogs in the world."

To most people cruelty is an abhorrent thing. It seems almost unnecessary to have to compel people to be kind; however, such is not always the case. Two to three thousand complaints are received each year concerning people who abuse animals. Some work horses that are lame or that have sore shoulders. Others tie dogs in the sun without shade or water in the summer or in the back yard without shelter in the winter; others are just plain brutal and kick and beat their animals. Our special humane officers work day by day correcting such conditions. Sick and injured animals always present a pathetic picture. They are unable to help themselves to any material extent when they are injured, and still less when they are ill.

The Anti-Cruelty Society maintains a charitable out-patient clinic in which some ten thousand or more patients are treated annually. The clinic is equipped with an X-ray, instruments, modern drugs, and staffed with veterinarians who provide any reasonable service to these needy animals. Broken bones are set; caesarean operations performed. X-ray pictures are a routine part of our work. In fact, the clinic provides surgical and medical services comparable to that of human medicine.



Abandoned Dog and Pups Rescued

By means of education we are confident that in the future there will be less cruelty and far less suffering among animals. Some of the suffering today occurs because of lack of knowledge on how best to care for animals. The Society provides a trained, experienced teacher who spends each school day in the schools — public, private, and parochial — giving boys and girls factual, useful, and helpful information about all sorts of beasts, birds, and animals. We call it Humane Education; possibly it is plain animal information. We are confident that boys and girls who really know and understand animals will treat them with proper consideration.

CARE OF PETS

Anyone who has an animal should make it a point to inform himself of the proper means of housing and feeding that particular creature. It would also be well to have a basic understanding of first aid to animals.

Since dogs are the most common pets we would like everyone to realize that it is really easy to feed these animals. Today

we have prepared foods, both canned and dry (dog biscuit), available in most any grocery store or shop. The cost of such foods is nominal. They are sufficiently nourishing to provide the basic food elements in a dog's diet. It is advisable to feed some fresh meat, either beef or horse meat, in addition to the prepared foods. Most dogs enjoy a little milk and a few bits from the kitchen, especially a little fresh vegetables, which would otherwise be wasted.

It is extremely important that one keeps in mind the fact that animals should not be forced to eat a "fancy" diet, or be given unusual foods or drugs with the hope that these special things will make them superior in health or prevent all diseases. The important thing is to get the primary

basic foods in the diet, and for the dog and cat these would be meat, milk, fish, water, and prepared foods which will include vegetable and cereal content.

Baby animals, like baby humans, need to be fed small quantities several times a day. As they grow older the meals will be increased in size but reduced in number until by the time the dog is about a year of age two meals a day are sufficient. Water is an important food and should be available at all times. It is well to be careful of bones, especially those which would break into sharp splinters, such as poultry and rib bones or chop bones.

It is not necessary for dogs or cats to sleep in luxury, but they should have their own beds in an out of the way part of the house where they could sleep in a box or carton on a blanket or newspapers. This should be placed at some distance from the radiator, and have sides on it to prevent the cold floor draft from disturbing the animal.

Grooming is desirable for the health or cleanliness of the animal's haircoat. Bathing is not nearly so important as just plain brushing. The latter should be done most every day.

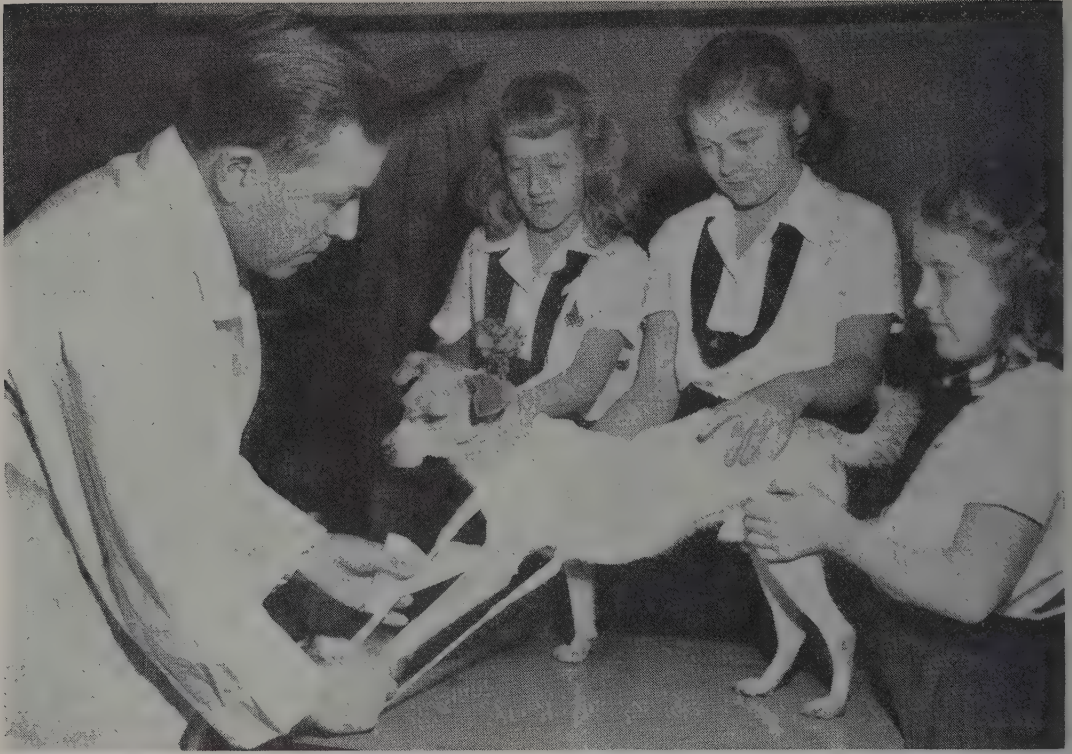
Animals need to make their natural relief several times a day. This should be accomplished out-of-doors on your own property, and not the neighbor's lawn. Anyone owning an animal should care for it in a manner which would prevent it from becoming a neighborhood nuisance. Many cats use an indoor toilet, such as a sand pan, which should be cleaned and replenished at least once daily.

Every dog is worthy of his personal identification, namely, his license tag, as well as his master's name, address, and telephone number attached to his collar. This will enable him to be returned promptly if lost.

Boys and girls learn many things as they progress from grade to grade in school. Animals, especially the dog, can and will learn much if we provide the instructions. There are many canine obe-



Bone Removed from Dog's Stomach



Dr. Young Instructs Campfire Girls in First Aid to Animals

dience clubs in and around Chicago, and booklets are available so that a person may read them and instruct his own dog at home. Every dog owner should teach his dog a few basic obedience lessons. Such things as heel, sit, stay, and come are essential for the safety and welfare of all dogs.

First aid for animals is not particularly different than first aid for humans. A broken bone or a fracture needs to be set by a veterinarian who will apply a splint and thus bring about healing of the bone, resulting in a useful limb. Fractures should be set promptly. If a dog is walking only on three legs, it should be assumed that there is a fracture. One should not wait to see if he only had a mild sprain, for fractures become complicated if not treated promptly.

Bleeding can be controlled rather readily with either a pad of surgical cotton bandaged tightly over the wound or, in

the case of severe bleeding, a tourniquet twisted around the limb above the wound tightly enough to stop the bleeding. Warning: Tight bandages or tourniquets must be released within eighteen to twenty minutes since they stop all circulation. The limb might die or even freeze in cold weather. Sometimes it is necessary to release a tourniquet to let the blood flow into the foot for a half minute. Tighten the tourniquet again for another fifteen to twenty minutes. Keep up this procedure until you have secured professional help in severe cases.

Skin diseases such as mange, eczema, and ringworm are quite common in both dogs and cats. The animal usually scratches a great deal and may show actual sore spots in the skin. Treatment varies according to the disease. An accurate diagnosis is imperative. Veterinary services should be relied upon in such cases.



Rifles Traded for Cameras

Fits or convulsions are terribly exciting and a disturbing experience. Many of the animals in such condition tear about the house in a violent, frantic, and demented manner. Such animals are not rabid. If your dog has such an attack, throw a blanket over it, pick it up under the blanket place it in the bathroom and wait until the animal has calmed down before you start for the animal hospital. By all means do not attempt to give a dog in such a condition any medicine by mouth. You might be bitten or the animal might strangle.

There are many animal doctors — veterinarians. They will be found listed in the Red Telephone book under veterinarians. A telephone call to one of them will ordinarily bring good advice concern-

ing the care of your animal.

The Anti-Cruelty Society, 157 West Grand Avenue, has someone on duty to receive animals day and night, every day in the year. Our collecting ambulances pick up animals on call usually the day after we receive the order, and advice on the care and treatment of animals may be obtained over the telephone during the business hours of the day.

The Society publishes a considerable number of leaflets¹ and pamphlets concerning animals and their care; it will be very glad to send any one of these leaflets upon request. We are anxious to serve people and their animals.

¹*The Care and Feeding of Dogs, Cats and Their Care, Fleas and Their Control, Common Sense View of Rabies, and A Dog Owner's Responsibility.*

INSPIRATION POINT

Colonel Francis Wayland Parker

GUDRUN THORNE-THOMSEN

CHICAGO Teachers College graduates will be interested in this first-hand report from Gudrun Thorne-Thomsen, well-known storyteller and author, concerning Colonel Francis Wayland Parker, famous educator and President of the Cook County Normal School from 1883 to 1899. This letter was received indirectly because of a questionnaire which we sent her concerning other data.

I am very much surprised that my dry statements of facts, which I sent you, answering your questionnaire, awakened any interest in my connection with Colonel Parker, The Cook County Normal School and later the Chicago Teachers College. Yes, I am the Gudrun Nielsen whom you found listed as a graduate in 1892.

I was fifteen-years-old when I came directly from Norway to the Cook County Normal School, entering the first year of high school. I finished the High School in two years and attended the Teachers' Training Department for another two years. It was only a one-year course at that time, but Colonel Parker thought that a postgraduate course would fit me better for a teacher. That course consisted almost entirely in my substituting in Cook County Schools and often in the Normal School. I was also invited to attend the weekly faculty meetings held at Colonel Parker's home. The latter were an education in themselves.

My first impression of Colonel Parker was given in a letter I wrote home at that time: "Colonel Parker, the director of the school, is a very large man with a gruff voice; his hair and short clipped mustache are gray. I don't know the color of his eyes, because they are always half-shut, but he nevertheless seems to see everything that goes on." When I sat in his office, I didn't know if he knew I was there, as he listened to my sister telling him about the grades I had received in my final examination in Oslo. Colonel Parker rose, smiled to me, patted my cheek, took me by the hand and led me to a school-room. He told the students who I was and that I had just arrived from Norway. He knew that the students would help me in every way, and he asked Olive Bevans to take special charge of me. I soon learned that the school's motto: "Everything to help, and nothing to hinder" was more than words; it was lived there. Colonel Parker sometimes asked me to their home, where I learned to admire Mrs. Parker, who later taught us Oral Reading and Speech. One day Colonel Parker gave me a note from Mrs. Parker. There was a copy of the poem, "A Snowdrop in Italy," and with it the first snowdrop from their garden. Mrs. Parker wrote a beautiful note in which she expressed her understanding of the strangeness I must feel...in this to me so foreign land. She felt for my homesickness and asked me to come to their house as often as I wished.

When the Colonel—that's what we called him—passed little children in the hall, he ruffled their hair and walked right on, always humming to himself. He taught geography and psychology himself, and every student strained to do his best; there were no

grades. He made us see the earth we live on as the wonderful place it is, not as yellow, green, and pink patches on the flat map. He took us up on mountain tops, as it were, and made us see the valleys, the rivers and river basins, the forests, the agriculture and the natural resources of the land.

In the psychology hour, I believe some of us began to think for the first time in our lives. Colonel Parker helped us to see the dignity, the opportunities and responsibilities of the teaching profession, and before I left for a visit to Norway, he had asked me to teach in the Normal School. Colonel Parker's magnificent faith in the human being, his love for every child, his trust that you as teacher would try your best to develop as many of the possibilities in the child in your care as you could, gave to every one of his teachers spiritual strength and ability of which no one had thought himself capable. His equal as a teacher and as a leader I have never met. As a speaker, he was wonderful, dramatic, persuasive. No one who ever heard him forgot him. He left every thinking listener with problems he himself had to solve. Colonel Parker created no "method" of teaching; but the students, with his help, formulated principles which the teacher must himself apply to his individual problem.

He was a sincerely religious man. In the morning assemblies he often read from the Bible and in his lessons and lectures he frequently quoted from it. He also read from the poems of Emerson, Browning, Whitman, and other great poets. I can hear him now reading, or rather reciting, for he didn't look in the book, "I lift up mine eyes unto the mountains from whence cometh my help."

He had spent some time in Germany and studied their educational methods. The greatest difference he found between their and his own outlook on life he put in these words, "When a male child is born in Germany, he is looked upon as the future soldier; and the word he learns first is 'Obey.' We look upon the new-born baby as the human being he is; the man he will become, and if we could give him one word to live by it would be 'Think.'" There are many of his words you never can forget; for example, "There are no bad children but there are bad parents." That if the surroundings, the educative forces, home, church, the street playing upon the child were right, the child would grow into a good man. He said: "Look around you, see the wonders that are close to you, listen; everything will ask you questions. You may learn to answer some but a lifetime is not long enough to answer all. Love is the greatest force on earth. If you don't love children, don't teach."

Colonel Parker's writings, unfortunately, give no idea of his greatness. His oral expression was his medium. His pen was, in comparison, feeble. That is why, though he may not be forgotten in the History of Education, he will never take the place that belongs to him, the artist teacher, to the man sowing the seed, leaving its growth to God with the knowledge that it will blossom in its own time.

I left the Chicago Teachers College with Colonel Parker and other teachers to work with him first at the Chicago Institute, then at the University of Chicago, where I stayed on after his death until 1913.

Of the associates at the Normal in my time, Miss Emily Rice and Miss Zonia Baber were the most outstanding teachers. In 1899, I travelled with Miss Rice whose assistant in literature and history I was to be on our return to school work. It was a wonderful experience. We met in Paris—I coming from Norway. We stayed in Italy for a couple of months, then on to Egypt where we boated up the Nile to the cataracts and rode mules into the Sudan. Everywhere Miss Rice's knowledge of the history of the country, her burning interest were a great inspiration. I appreciated deeply the privilege which was mine to have such a traveling companion. We went to

Greece, the history and literature of which Miss Rice had made so vivid in her classes at the Teachers College that I had longed to see that country more than any other in the world.

This was just fifty years ago. Miss Flora J. Cooke, who so wonderfully carried on Colonel Parker's ideas, became my closest friend and has remained that through more than sixty years. Here lies a letter from her which I received yesterday. It begins, "My dearest one of all." For the riches which have come to my life from my learning and teaching with Colonel Parker and his faculty, I am forever grateful.

Boys' Club—A Backward Glance

WILLIAM WOODS¹

SOMETIME during his life, a man will look back to his youth and recall those things which helped make him the person he is. He'll remember his neighborhood, his school, his church, his early friends and enemies, and his family. Quite a few thousand men will include the boys' club in their recollections.

Here is something that deserves a closer look. Let's see how the boys' clubs directly and indirectly influence the characters, personalities, and bodies of many of the youths of our city.

The beginnings of the Chicago Boys' Clubs were not sensational. The start came when a few of the more far-sighted and conscientious people of Chicago became concerned over the droves of young boys who roamed the streets and alleys. Oh yes, there were some community houses and there were the parks, but these boys lived too far away from them or just weren't interested in them. Too many boys were turning up in our courts, police stations, and jails.

Primarily the idea was to get the boys off the streets and out of mischief when the school day was over. To do this, then, a place had to be set up near the homes of the boys. Next, there had to be an attraction big enough to insure a somewhat regular attendance, and to entice potential members to join. Lastly, people were needed to actually work with the boys. These people had to like boys, know their problems, be able to work for a meager salary, have the patience of Job, and the faith of martyrs. Fortunately, these people were found.

Thus it happened that a desk sergeant would be startled by thirty or forty boys racing up the station house stairs, to put another afternoon's wear and tear on second-hand boxing gloves, ping-pong tables, checkers, and whatever games there were. Other boys in neighborhoods filed into an old frame building or a store front to rank an eight ball across the patched and faded top of a pool table, to learn some tumbling, to play "hearts" or even "Old Maid."

Local business men, directly aided by the club's work, helped with funds, land for recreation fields, and equipment. Slowly other activities were added. New clubs sprouted and more boys came to look and liked what they saw.

Now there was more time and opportunity to work with individual boys. Teams and inter-club competitions were organized. Boy Scout troops were chartered. Classes were set up in music; boxing; art; wood, leather, and metal craft; singing; and tumbling. Donated books and magazines were added to a library corner.

Come along for a tour of one of the clubs. The year is 1939, and the club doors are about to open for the first time. Try to keep in mind how the presence of the club will affect your pupils if you should happen to teach in this area. Try also to see the potentialities here if at some future time a central planning board is established to correlate the work of the schools with the activities of the various agencies. Now join this group of young lads as they investigate their new club.

On either side of the entrance stands a hand-carved totem pole over forty feet tall. In the lobby your feet slide over the cool tile floor. Down a few stairs you clatter into the huge auditorium. At one end is a stage with colored footlights and spotlights; at the other end is a balcony for a movie projector. The floor is smooth for there will be dancing.

Across the hall all stop to gasp at the indoor swimming pool. It is done in delicate greens and blues, and has lights under the water! Next you hustle across two locker rooms and find yourself in a smaller room with soap gadgets on the wall and spigots overhead. A shower room! And another one next to it for those who use the gymnasium. In the gymnasium you find floor space enough for three basketball games to be played at once.

¹Written when a student at the Chicago Teachers College; a graduate of the June 1951 class.

Traveling down another hall you pass two white rooms that will house a clinic or first aid room. Now for the second floor. Your feet barely touch the stairs.

You are in the library, and some of the boys feel a bit uneasy. Then a kindly faced woman says that she hopes she will see you often, and that she would be glad to loan you books and help you with any homework troubles. You mumble thanks and go on.

This room has benches attached to tables whose tops have checkerboards imbedded in them. There are ping-pong tables, and shelves of games. Next door is another games room. This one is for the older boys. It also has ping-pong tables, games tables, and table games such as dominoes and monopoly. Set in the floor is a shuffle board.

On you go to the woodshop. Here are rows of workbenches, a completely stocked tool room, and a "power" room. Here you find jig-saws, band saws, electrically powered planers, lathes, grinders, and other machines you can't name, but which you are sure you will find out about soon!

Down the corridor is a series of rooms where group clubs will meet. Beyond these is the kitchen whose dumb-waiters open into the auditorium below. Now you find yourselves in a photography darkroom.

Next is the arts and crafts room. Here are materials for you to paint, draw, color, and construct. You will be able to make things of leather, metal, glass, and horn.

At the end of the hall is the radio room. It is equipped with microphones, loudspeakers, even red and green "cue" lights.

Up more stairs to the roof. It's large enough to accommodate two softball games at the same time. Up here you can hold weenie roasts and even camp out all night. In the winter the roof can be flooded and you can try something new—ice skating!

The tour is over and you hurry down to the lobby where the registrar explains that it will cost approximately fifty cents for a one year membership.

NOTES FROM THE FIELD

Gardening For School Children

MAY C. LLEWELLYN¹

WHEN our Founding Fathers chose "Urbs in horto" for the motto of the promising settlement, destined to become a great metropolis on Lake Michigan at the mouth of the Chicago River, they surely expected the children of each following generation to be of definite value in maintaining their city in a garden-like setting. This inheritance has come down to our children, who are favored with wonderful recreational facilities, insured to them by the highly specialized landscape artists and gardeners who designed our systems of parks and forest preserves. Gardening and the care of trees are a part of the science training each child needs to gain the interesting experience of planting seeds and trees, tending them, and watching them grow into beautiful plants.

A half a century ago The Chicago Outdoor Art League began to encourage, and actively support, the educational program then being given the children of the Chicago Public Schools, to enable the work of the science and nature study departments to carry over into the pupil's home life the experiences of growing plants of his own. Accordingly good seeds in penny packages were assembled to help the children plant gardens every

spring. These specially prepared packages are illustrated in natural colors to stimulate the children's interest in trying to grow flowers and vegetables of similar beauty. Reading the directions describing the correct procedure in planting the seeds is the first step in good gardening. To encourage thrift the children's packages contain only enough seeds for a small garden in order that no seeds will be wasted. We know that seeds left over from planting are not likely to germinate properly the next season. Moreover, if a child has a large amount of seed in his packages, it is a temptation to plant the seeds too thickly in the rows, or to pour all the left-over seeds in a few inches of the row at the end. In either case the child does not follow the directions, printed on each package, and is not happy when the plants fail to develop properly.

The importance of learning to make right decisions is another lesson learned in gardening. During World War II, the writer directed a Community Project of 680 gardens in Jackson Park at 64th Street. There were 80 adult leaders from the Parent-Teacher Associations of the Ray, Scott, and Wadsworth Schools, who were helpful. When

¹President of the Chicago Outdoor Art League

the pupils registered for plots we had an assembly, and explained the need for gardeners, and the pleasure that could be derived from having a nice garden, in addition to the joy of outdoor exercise in very beautiful surroundings.

One day I noticed a small boy putting pinches of seeds in the prepared row, and asked him if he was enjoying his work, and he said, "You were right, gardening is fun!" Then I remarked that his radish seeds should really be planted about an inch apart in the row, as the directions said,



Early in the Season

and he laughed and said, "But that part is wrong, for you know radishes come in bunches," and went on cheerfully with his planting. His radishes came up in bunches, as did the carrots, beets, kohlrabies, marigolds, and zinnias.

If the family will help the beginner just one spring and summer, we have found that the science and nature study classes bring definite inspiration. In most cases, the whole project develops family unity and interest in the shared experience of the child in the pleasant diversion of gardening. The directed effort involved brings a personal appreciation of the farmer's life and what he does for us. Our gardening program is designed to provide a continuous supply of beautiful flowers and vitamin-rich vegetables, fresh, and full of beneficial minerals in abundance for the home. The garden, which is a family project, will lower the cost of good living, and in return for energy and initiative will result in improved health and the wonderful happiness which comes from congenial work and play.

The Chicago Outdoor Art League makes a wide variety of flowers and vegetable seeds, as well as small trees, available to the children of Chicago with the co-operation of the science departments, the student councils, and the Parent-Teacher As-

sociations, through community interest in the local garden shows.

Children engaged in even a small amount of gardening help their communities in practical ways, by providing flowers and vegetables in small amounts individually, but in the aggregate, the amount of vegetables grown by thousands of enthusiastic young gardeners will amount to tons of fine food produced in areas where food is expensive and the need of fresh vegetables is imperative to the health and well-being of the growing children.

The outdoor exercise of planting and tending gardens, either in the backyard, or in a nearby vacant lot which would otherwise be overrun by weeds, is an invaluable experience for children when it supplements nature study and the inspiring work of the science department.



Rewarded!

A small boy, whose industrious older brother enjoys a profitable paper route, decided last spring to plant a good sized plot of beets and cucumbers, and his family provided several tomato plants. All of his gardening was done to make his plot perfect. When the summer drew to a close, the younger brother announced that he, too, was in business, the vegetable business! Thus a captain of industry gets a successful start, besides having all the fun and satisfaction of finding out the answers to the questions arising from his curiosity about all the different shapes, sizes, and colors of his seeds. No weed patch will ever be anything but a challenge to such a boy. This was an adventure in citizenship and character building.

In our over-crowded districts science and nature study teachers have made the mysteries of plant

growth an interesting experiment to many children by showing them how to grow petunias and radishes in home-made window boxes, or even large tin cans, on their only sunny window-sill.

All gardening experiences offer delightful material for art and English compositions when September comes. There is a sense of achievement no matter how small the plot. When planning the garden, it is most important to direct the child's judgment as to the number of kinds of plants to be used in the first experiment, as well as to encourage patience to wait to plant until the soil is warm. Disappointment to a young gardener is avoidable if the complete directions on each

package of seeds are followed carefully. The need for gardeners is greater than ever before because of the increased cost of living. A two-cent package of Swiss Chard will produce many dollars worth of food, rich in Vitamin A for the family.

A boy or girl who plants a little tree and makes a garden will not destroy the trees and gardens of other people. There is an intangible element in character building which is evident in the results shown in gardening done as a family unit. Gardening for beauty is important, but gardening for the development of good citizenship and to provide good food is essential for survival.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Sidney M. Bernstein, Louise E. Christensen, Edward C. Colin, Mary E. Flynn, Charles R. Monroe, Joseph J. Urbancek, Louis A. Wagner, and Sylvan D. Ward.

FILMS

The following films are available from Encyclopaedia Britannica Films, Inc., Wilmette, Illinois:

Seashore Life. 1 reel. 16 mm sound. Color, \$100. Photography by John A. Haeseler with the collaboration of Dr. George L. Clarke.

An ecological study of plants and animals on the ocean beach, filmed largely on the Maine coast. Among the living animals shown are horseshoe crabs, crabs, barnacles, starfish, squids, and several species of fishes. For primary and middle grades.

E. C. C.

Rhythm—Instruments and Movements. 1 reel. 16 mm sound. Black and white, \$50; rental \$2.50.

The film, beginning with an Indian chief demonstrating some Indian rhythms on a drum, stimulates the children in the film to respond with a desire to create some of their own percussion instruments and dances. Their classroom teacher assists them in their project and elementary instruction is given in the playing of the instruments in proper rhythmical beats.

A fault lies in the brevity of the film. Also, it seems too well rehearsed for an actual classroom activity. More details on development of the rhythm procedures as well as the construction of the instruments would be welcomed by teachers wishing to try the activities in their own classrooms.

S. D. W.

Lincoln in Illinois. 25 minutes. 16 mm sound. Color. Produced by Kling Studios. Available from Department of Division Reports, State of Illinois, Springfield, Illinois.

This is the story of Lincoln's boyhood and

manhood in Illinois, leading up to a double climax at the Springfield railroad station: the day he left Illinois to assume the Presidency and the day he came home to his eternal rest. It represents great depth of feeling. Many of the people taking part are ordinary townspeople now living in the places associated with Lincoln in Illinois. Suitable for upper grades and high school; also adult classes in social studies.

L. A. W.

GRAPHS AND CHARTS

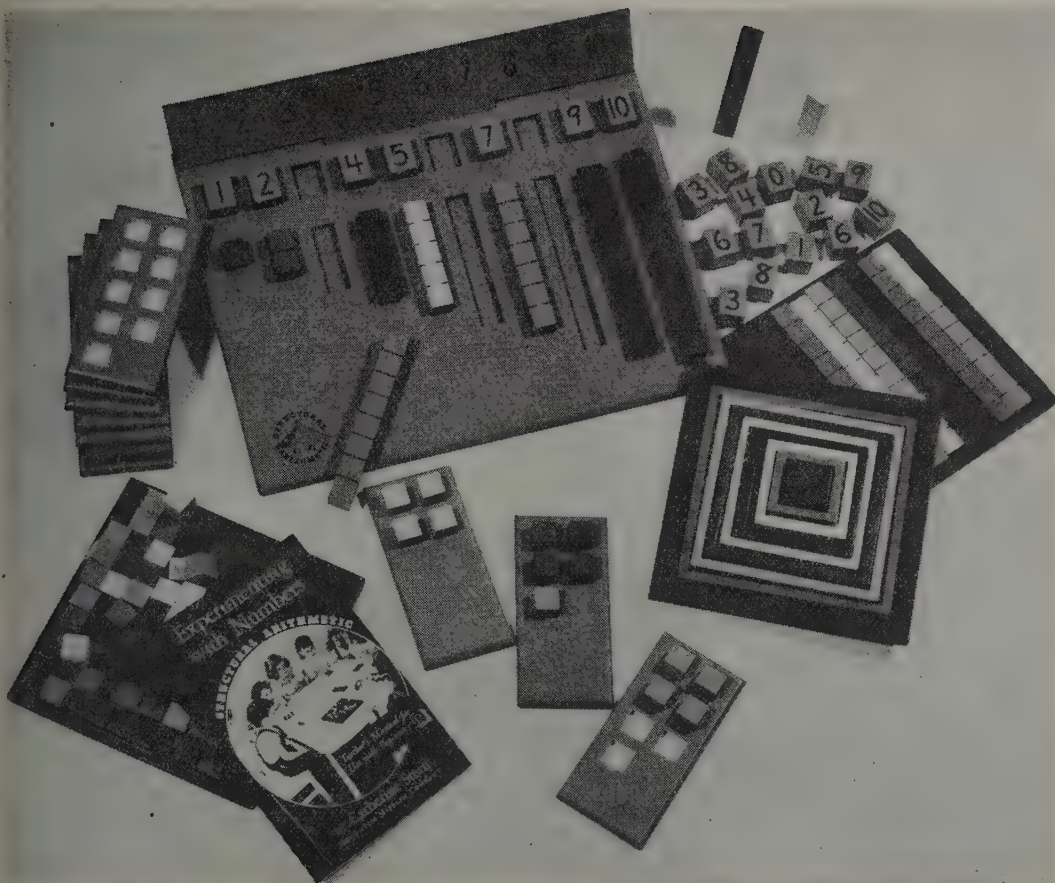
Road Maps. National Industrial Conference Board, Inc., 247 Park Avenue, New York 17, New York. Free.

Published weekly in color, these clearly presented graphs and charts are ideal for use on the bulletin board and in the classroom. They are on good stock and worth keeping. This material is also an excellent means of bringing social science, economics, and business texts up-to-date. Typical titles recently issued are "Personal Income, U. S., 1929-1950" and "The Nation's Product, U. S., 1929-1950." Probably the best use is for the teacher's own information.

S. M. B.

NUMBER BLOCKS

Experimenting With Numbers—Structural Arithmetic. A kit of materials obtainable through Houghton Mifflin Company, Boston, Massachusetts. Retail \$32; in quantities to school systems, \$24. Teacher's Manual included; Manual only, 60 cents.



The items for *Structural Arithmetic* shown in the picture consist of a number guide, a counting board, unit blocks, number markers, pattern boards, a box of 100 cubes, number cases, and a unit box with unit blocks.

This extensive and durable kit of blocks and materials, in attractive colors, is the latest approach to the building of number concepts via the audio, visual, and kinaesthetic senses. Its value lies in the fact that the physical properties of comparing the blocks as to size and fitting them into grooves permits the development of number combinations intuitively. Meaning is provided by the use of concrete materials. The *Teacher's Manual* details many lessons that lead the child, by the use of the appropriate materials, from the understanding of number size and number relations with unnumbered blocks to the number relations with number symbols, size, and order. Appropriate for children in kindergarten and in first grade.

J. J. U.

RECORDINGS

Rainbow Rhythms. Composed and recorded by Nora Belle Emerson. Two series of three records each. Unbreakable. Available from Rainbow

Rhythms, P. O. Box 608, Emory University, Georgia, at \$4.50 for each series.

These are recordings of piano music, composed and arranged by Nora Belle Emerson primarily for use in the teaching of fundamental body movements. The suggestion is made that they may also be useful in the "development of music appreciation, reading readiness and number concepts." The price is reasonable when one considers the fact that the records are unbreakable, and that all but one provide six different selections, three on each side.

The music is charming, and the great variety furnishes the teacher with accompaniment for many types of movement, either suggested or entirely creative. The rhythm in each selection is very clear, with excellent accenting.

The teacher who does not play the piano, or who does not have a piano available, will be particularly delighted with these recordings, but they

will also be appreciated by those who do play, and do have a piano, because they will then be free to give their entire attention to the children.

L. E. C.

This Is the U. N.: Its Actual Voices. A record album produced by the Tribune Productions, Inc., 40 East 49th Street, New York 17, New York. The records are approved and supervised by the United Nations Department of Public Information. Each album contains a set of 12-inch vinylite non-breakable records playing for 45 minutes in either long playing, 33 1/3 RPM, or standard, 78 RPM, speeds. Also a single 78 RPM record by Benjamin Cohen, Assistant Secretary General of the United Nations in charge of the Department of Public Information, who speaks on the aims and principles of the U. N. Each album contains a Teacher's Manual which is to be used as a guide in the use of the records. The price for the 78 RPM album is \$13.90; for the 33 1/3 RPM album \$11.75.

This first documentary recording of U. N. voices and activities from 1945-50 brings the listener a realistic and vivid cross-section sample of the objectives, achievements, and important leaders of the U. N. Organization. In a series of ten brief episodes the story of the U. N. unfolds by skillfully using the voices of the actual speakers linked together by running commentary which is narrated by Franchot Tone. Each episode presents an unified treatment of a particular problem. Therefore, the teacher may use the records episode by episode, or the entire recording may be played as a complete lesson.

These records are intended for use in junior high through college level classes. The reviewer found that a college freshman history class reacted to the records with enthusiasm and appreciation. Foreign dialects make some of the voices difficult to understand, but what is lost in factual information is compensated for by the added realism of hearing the voices of Einstein, Nehru, Vishinsky, and fifty-two other famous people. Discussions on the U. N. should precede the use of the records.

High school social studies classes should find this album a sound investment, almost indispensable, in the teaching of something we need so much today, namely, a world organized for good government and peace.

C. R. M.

Adventures in Folk Song. By Martha Clark King assisted by Barbara Ellen Rogers. A series of thirteen programs on three double-faced 12" records. *Books Bring Adventure.* A series of twenty programs on five double-faced 12" records. Each 12" long-playing record contains four fifteen-minute programs, except the last record in the

folk song series. Record grooves are spaced for convenience in using any one program separately. The records are aimed primarily for use at the intermediate grade level, but are also usable in the upper grades. Each record \$6.85 plus 30 cents postage. Discussion sheets and correlated reading lists available. Produced by Gloria Chandler Recordings, Inc., 422 1/2 West 46th Street, New York 19, New York.

Adventure in Folk Song. American history comes colorfully and informally to life in this fine series of records. Beginning with a program titled "We Start a New Country" and ending with one called "The Cattle Trail," the series is narrated by Martha King, script writer, musical arranger, and principal singer. Assisted by Barbara Ellen Rogers with her guitar, Mrs. King comments on the everyday lives of the people, refers to events of historical import, and skillfully weaves in the folk songs representative of each period of history. The entire series is highly recommended, especially since these records should be of interest to teachers of music and literature as well as to teachers of history.

Books Bring Adventure. In the opinion of this reviewer, these records are superb. The selection of titles provides for adequate range of subject matter and appeal, and each selection is accorded the treatment it deserves. The records vary from programs made up almost entirely of dramatization to programs which are largely narration interspersed with dialogue. One slight imperfection is the uneven quality of the musical accompaniment; in *Homer Price* it punctuates the spirit of mirth and the humor of the characterizations, but in *Miss Hickory* it is background music of the soap-opera variety. Characterization is consistently vivid because voices have been chosen with care and accents, where called for, sound authentic. Best of all, these records provide real impetus for further reading. After a brief introduction, just one incident from the book is dramatized; then the narrator refers to other incidents of special interest, and concludes with information about publisher and price. Children who have previously read any of the books will enjoy meeting their book friends again in these effective portrayals.

The titles included in this series are as follows:

- BLP 1 Mischief in Fez, Trap Lines North, Gift of the Forest, Captain Kidd's Cow.
- BLP 2 Miss Hickory, The Singing Tree, On the Dark of the Moon, Smoky Bay.
- BLP 3 Mocha the Djuka, In Clean Hay, Forest Patrol, Downright Dencey.
- BLP 4 Copper-Toed Boots, Homer Price, Bayou Suzette, Strawberry Girl.
- BLP 5 Here Comes Kristie, The Lost Violin, The Middle Sister, Jared's Island.

M. E. F.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

CHICAGO BOARD OF EDUCATION — Department of Secondary Education — The ten-point 1951-52 program of the Department of Secondary Education includes the following activities:

1. Organizing an in-service training program for the entire personnel
2. Continuing efforts to reduce dropouts
3. Continuing help to improve services of instruction in all areas
4. Following-up on the rehabilitation of the high-school plant
5. Utilizing more efficiently the professional services of all resource persons in this department
6. Initiating and implementing plans for the orientation of newly assigned teachers
7. Providing incentives and stimulating enthusiasm for the solution of problems in the area of human relations
8. Organizing and implementing a systematic program for the evaluation of administrative and supervisory services in:
 - a. Attendance problems
 - b. Program problems in high school
 - c. Organization of rooms for effective teaching
 - d. Problems of pupil learning
 - e. Testing learning outcomes
 - f. Remedial procedures to improve teaching and learning
9. Organizing pilot centers in high schools for the purpose of finding better techniques in teaching
10. Helping deviate students in their problems in learning

ENGLISH CLUB OF GREATER CHICAGO — This organization announces its seventh annual student writing project for the academic year 1951-52. Prizes include cash awards and honorable mentions. Students who write well in class should take advantage of this opportunity. All material submitted must be in one of the following classifications: short story, including one or more characters, of about 2,000 to 3,500 words; one-act play or radio script illustrating action through dialogue of the characters in a simple setting — 1,000 to 2,000 words; feature article, a factual, anecdotal writing based on personal experience — from 1,000 to 2,000 words; and poetry, either a simple poem or a group of poems, totaling 75 to 200 lines. Each school is limited to *five* manuscripts. The rules for the project are:

1. Send only original work from the writer's imagination and personal experience.
2. Type manuscripts double-spaced using one side of 8½x11" paper and allow one-inch margins. Type *Pen Name* on each page.

3. Clip entry sheet, properly filled out, to each manuscript. Students may submit manuscripts in one classification only.
4. Enclose a self-addressed, stamped envelope in which to return the manuscript.
5. Entries must be postmarked no later than April 3, 1952, and should be addressed to Student Writing Project, Miss A. C. Baum, Austin High School, 231 North Pine Street, Chicago 44, Illinois.

FORD FOUNDATION — FUND FOR THE ADVANCEMENT OF EDUCATION — With 253 college teachers from forty-one states and Alaska at work through Fellowships granted last spring, the Fund for the Advancement of Education is again offering 250 Faculty Fellowships for the academic year 1952-53 to college teachers throughout the United States.

As part of the program to strengthen college teaching in the United States each Faculty Fellowship provides a grant approximately equivalent to the salary of the recipient for the academic year plus certain expenses which, in the opinion of the Foundation, are essential to his plan of study. Candidates must have been teaching steadily for several years, be between the ages of thirty and forty-five, and be nominated by their institutions. Fellowships are available in the humanities, the social sciences, and the natural sciences.

Details for the submission of applications are in the hands of administrators of all colleges and universities in the United States. The awards for 1952-53 will be announced about April 1, 1952.

NAVAL RESERVE PROGRAM — A special Navy program open to men under 18½ years of age and not yet classified 1-A by Selective Service has been released recently through the Ninth Naval District. This program leads to immediate reserve affiliation and eventual active duty for twenty-four months in a highly desirable type of shore-base Navy duty which includes work related to communications research and engineering involving analysis and operation of communications systems and equipment now in use, the improvement of current practices and apparatus, and the development and test of new procedures and designs. Candidates with college majors in electronics, language, mathematics, physics, or technical fields are especially desired. Interested individuals should contact Commander E. M. Casey, U. S. Naval Reserve, either by letter or telephone at 844 N. Rush Street, Chicago, or Mohawk 4-3300.

PERIODICALS

EDITED BY GEORGE W. CONNELLY

CHICAGO TEACHERS COLLEGE

"Why In-Service Education?" By The School Board of Austin, Texas. *Educational Leadership*, October, 1951.

Many have been the verbalizations about the conception and implementation of in-service education programs for school personnel but few have been those which transcend "the teacher should stage." This article is both a straightforward statement of the respect which the School Board of Austin, Texas, has for the in-service education program which is underway in its local school system, and a carefully spelled-out description of the elements of that program.

Surely this article is a must for teachers, administrators, and school board members.

"Fundamentals of Citizenship Education." By Chester D. Babcock. *Educational Leadership*, March, 1951.

What fundamental objectives do we seek in the teaching courses in contemporary problems? Mr. Babcock found that the stated objectives of a number of school systems are in general agreement with regard to these courses. They would appear to emphasize three specific aspects:

1. There is a desire that young people develop the information and understanding necessary for an "intelligent attack upon the problems of our democracy."
2. The need for "equipping students with the skills requisite to problem solving" is recognized.
3. There is expressed the recognition that in addition to understanding and skill there must be developed a "genuine concern about and a desire to participate in the solution of the problems of our democracy." The emphasis in each case is placed upon "social values rather than individual values."

Mr. Babcock includes in his article a number of important safeguards in studying current problems, and a variety of excellent techniques to be used in the selection of topics for a contemporary problems course whose topics are not prescribed in advance.

"R Is for Rhythm." By Mary I. Bulcken and Emily B. Hamilton. *Baltimore Bulletin of Education*, September, 1951.

Here is a breath of fresh air to help bring back to life the pseudo-educator who envisions the proper pose of first graders busy at their learning

"activity" as one akin to that of butterflies mounted on pins in a specimen case. For the writers have set forth in charming fashion the chronicle of some of their efforts to adjust the first grade child to the classroom situation through the leavening medium of "rhythms." Shyness is broken down. "slow children" join the group as members through wholesome group activity — their inevitable trials as lesser intellectual lights being cushioned in advance and doubtless diminished through the feeling of success resultant upon the realization that they were adequate in at least one consideration. Yes, and even the omnipresent doubter who views the school's purposes with naively lopsided emphasis upon the child's intellectual growth — being ignorant of, or unconcerned about, the other types of growth — would be comforted to learn that progress in reading is fostered by the many opportunities for oral and written expression which arise quite naturally during various rhythmic activities.

Doubtless, the majority of primary teachers will see much of their regular teaching activity mirrored in the practices enumerated and described by the writers. For such primary teachers this article should serve as a source of validation and justification of their present practices. However, the teacher who fails to identify any elements of her own work in the program of Misses Bulcken and Hamilton might do well to entertain the thought of modifying her present practices.

"Psychological Approach to Personnel Administration." By M. R. Sumption. *The American School Board Journal*, August, 1951.

Mr. Sumption cites the well known generalization that the happiness and success of an individual in his occupation are based on four basic desires. They are the desire for security, the desire for response or belongingness, the desire for recognition or award, and the desire for adventure or new experience. He then spells out a number of practical illustrations of how a skillful school administrator may use these desires as the touchstone for establishing and maintaining a quality of rapport with his staff which will be conducive to stimulating them to put forth their greatest efforts as co-workers, and creatively so.

This article is well worth the few moments it takes to read it.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Alice C. Baum, Gertrude Byrne, Frederick K. Branom, Louise Christensen, Mary E. Courtenay, Eona DeVere, Lucile Gafford, Henry G. Geilen, Barbara A. Hawkins, Mabel G. Hemington, Coleman Hewitt, Emily H. Hilsabeck, Isabelle Kincheloe, Joseph Kripner, Louise M. Jacobs, Marion Lovrien, Charles R. Monroe, Blanche B. Paulson, Dorothy Phipps, William H. Spurgin, Eileen C. Stack, Shirley E. Stack, Catherine M. Taheny, Louise Tyler, Joseph J. Urbancek, and Elizabeth J. Wilson

FOR TEACHERS AND SUPERVISORS

Art of Bricklaying. By J. Edgar Ray. Peoria: Charles A. Bennett Company, 1950. Pp. 240. \$4.00.

Winston Churchill has proved that bricklaying is a craft activity that is well within the realm of the amateur. Many home owners during the past few years have been building barbecue pits and other simple structures. This book, exceptionally well illustrated with photographs and line drawings, is designed to aid these amateurs. The apprentice bricklayer will also find the book of great value. To the casual reader, it will become quite evident that there is more to bricklaying than meets the eye and what does meet the eye has real artistic value. The author is well qualified to write on a subject on which little has been written. C. H.

Teaching Secondary English. By John J. DeBoer, Walter V. Kaulfers, and Helen Rand Miller. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 427. \$4.00.

The larger aims of English teaching, personal development and social understanding on the part of the pupil, are basic in the thinking of these writers. To aid young people in interpreting and evaluating what they see and hear and in expressing themselves capably in normal ways should be the teacher's objective. Emphasis on real situations, genuine motivation, practical achievement must replace traditional and non-productive methods: "We have drilled on mistakes; mistakes have been our business; and mistakes are what we have." Well-documented chapters treat functional grammar, literature for human needs, world literature for world survival, semantics as a common learning, mass media of communication, curriculum planning, and evaluating growth in English. Add this book to your professional shelf. M. L.

The Official Encyclopedia of Baseball. By Hy Turkin and S. C. Thompson. New York: A. S. Barnes and Company, 1951. Pp. 620. \$5.00.

The text covers inclusively all playing records, history, statistics, biographies, and other vital information of our national pastime. Sport fans, students in physical education, coaches, administrators, and librarians should own a copy of this comprehensive book. J. K.

Teaching Children Music in the Elementary Schools. By Louise Kifer Myers. New York: Prentice-Hall, Inc., 1950. Pp. 327. \$3.75.

This book presents, in a practical and interesting manner, methods of teaching music from kindergarten through the grades, not with the idea of setting up

standards for each grade, but of treating the music materials as phases of development to be mastered at the pace of the individual class. The musical skills with which the teacher-in-training should be equipped are well outlined. The attitudes and requirements of the classroom teacher, as well as those of the music specialist, are also given consideration. C. M. T.

Handbook of Conducting, Revised Edition. By Karl D. Van Hoesen. New York: Appleton-Century-Crofts, Inc., 1950. Pp. 99. \$3.00.

This book devotes itself to a study of the techniques of conducting. The gestures required in conducting are given in detail, together with musical excerpts, classical and modern, which may aid the conductor in solving his problems. C. M. T.

Rhythms in Elementary Education. By Elizabeth Sehon and Emma Lou O'Brien. New York: A. S. Barnes and Company, 1951. Pp. 247. \$3.50.

This text fulfills a long felt need among teachers of the lower elementary grades. Too much material concerning rhythms is philosophic in nature, generalizing on the values to the child. It is refreshing, therefore, to find rhythms analyzed, terms defined, and examples presented as illustrations. Because rhythms have been taught for many years and from many points of view, everyone will not be in accord with all the facts presented. However, any difference of opinion may lead to richer programs for all of us in the future. Considerable attention is given to class projects called "culminations" by the authors. Don't miss the appendix — ideas and more ideas! Here too you will find the earlier story play in a slightly different dress. This is an excellent book, particularly for the novice who has no idea of how or where to begin. G. B.

Junior English in Action, Books 1-3. By J. C. Tressler and Marguerite B. Shelmadine. Boston: D. C. Heath and Company, 1951. Pp. 496.

This Fifth Edition of the *Tressler Series* is confirmation of the opinion of many teachers that instruction in English usage has been greatly aided by these authors. The books thoroughly cover the ground deemed necessary in most courses of study and effectively put into practice the theory that pupils learn by doing. However, it is to be hoped that some day a classroom teacher will finally emerge to write an entirely different sort of "grammar" textbook, one which will begin, proceed, and end with ideas and the concept that language is the practical tool not the sacred objective of instruction in English usage. E. D.

College Programs in Intergroup Relations. A report by twenty-four colleges participating in the College Study in Intergroup Relations 1945-1949. Washington, D. C.: American Council on Education. Pp. 365. \$3.75.

This book is a report of the exploration of the field of human relations in teacher education and twenty-four colleges present what interests they followed, how they worked, and with what results. This study was a project of the Council on Co-operation in Teacher Education. The important thing about the College Study, the Director, Lloyd Allen Cook, points out, is not its formal research contributions but the energy of colleges in acquiring and communicating knowledge of human relations and consequently influencing basic practices in teacher preparation. It is probably necessary that studies, which are made possible by foundations, result in some type of published report. However, the actual educative value of this report to a reader is slight. The actual studies are presented too briefly, references are made to testing instruments which are not included, and units are discussed but not adequately described. Some reports, namely: City College, Wayne University, Roosevelt College, Atlanta University, and Lynchburg College, are more detailed and have more significant ideas. Even in these cases a reader, for adequate understanding, would have to contact the institution for more information. The volume is of little value in helping others to become intelligently involved in improving human relations, but it is of considerable value in indicating the tremendous amount of work which has been done at twenty-four colleges.

L. T.

The United Nations in Action. By Eugene P. Chase. New York: McGraw-Hill Book Company, Inc., 1950. Pp. 464. \$4.50.

This sympathetic history of the organization of the United Nations and its successes and failures from 1945 to January 1950 is the most comprehensive one-volume treatment now available. The author, a former state department expert who assisted in drafting the U. N. Charter at San Francisco in 1945, presents a factual, reasonably objective study of the United Nations Organization and all of its subordinate agencies. Mr. Chase makes clear that the "veto clause" in the Security Council was most desired by the United States, but that Soviet Russia eagerly seconded the motion. So long as the United States and Russia agree then U. N. decisions are quickly made, such as happened in the partition plan for Palestine in 1948. The smaller states may serve as a third "balance" power between the Big Two, but the fate of the United Nations, in the final analysis hinges upon the patience and goodwill of the United States and Soviet Russia.

C. R. M.

Financing Public Schools in the United States. By Arvid J. Burke. New York: Harper and Brothers, 1951. Pp. 584. \$4.50.

The impact of increasing enrollments, rising taxes and diminishing purchasing power of the tax dollar combine to make any book on school financing of vital interest. This book, the latest in the *Exploration Series in Education*, edited by John Guy Fowlkes, will probably find wide use as a textbook. For the average reader it is a bit technical, although the author makes it somewhat easier for him by recommending seven of the twenty chapters as providing an introductory treatment of the subject.

W. H. S.

The Teacher and Curriculum Planning. Written and illustrated by Harold Spears. New York: Prentice-Hall, Inc., 1951. Pp. 163. \$1.50.

This book presents sixty-two "principles" which have emerged in the field of curriculum and which according to the author are needed to guide further work in this

field. They are divided into four types: (1) about the meaning of the curriculum; (2) about the foundations of the curriculum; (3) about curriculum study; and (4) about administering the curriculum. This interesting book serves to highlight some important ideas about education and curriculum but not all of these ideas should be labeled "principles." For example, the first "principle" is stated as follows: "The term curriculum has been somewhat elusive for the teacher." Why this idea should be presented as a "principle" is difficult to understand. In addition, many of these "principles" are not presented clearly or in sufficient detail to eliminate apparent contradiction; or possibly, they are contradictory. For example, compare No. 41 which states: the curriculum must be built from the bottom up rather than from the top down or in unrelated parts, with principle No. 42 which states: the satisfactions in a program of school change should not have to await the accomplishment of the ultimate goal. For an experienced teacher or curriculum worker who can "read between the lines" this book is a handy reference tool on some of the important ideas of curriculum but it is questionable whether it could be effectively used as a basic part of a professional course as suggested by the author.

L. T.

Learning to Write, Revised Edition. By Reed Smith et al. Boston: D. C. Heath and Company, 1951. Pp. 498. \$2.88.

Experienced teachers will find this book patterned along traditional lines. Students in the classroom will profit greatly by use of the text provided they conform to staid and tried rules. If learning is most effective when the pupil himself formulates the rule in the light of his own needs one might suggest that the authors in their next revision help the girl and boy to generalize independently, basing conclusions on actual observations and the requirements of a particular experience or situation.

E. D.

English Is Our Language, Books 7 and 8. By Edna L. Sterling et al. Boston: D. C. Heath and Company, 1950. Pp. 370 and 369 respectively. \$1.88 and \$1.96 respectively.

Teachers seeking an excellent presentation of formal grammar in situations which are of interest to seventh- and eighth graders and have meaning for them will find these books a delight. Under such chapter headings as *Adventures in Music*, *Planning a Play*, *Making a Job Survey*, and *Working in a Class Club*, pupils study the diagramming of sentences, the conjugation of verbs, the use of various forms of punctuation, and dozens of other items of a similar nature. In addition, other skills, including making an outline, writing a summary, using various reference works using the rules of parliamentary procedure, are taught and practice is given in using them. An accompanying workbook gives opportunity for additional practice of the skills presented in each text.

E. C. S.

Tip, Tip and Mitten, The Big Show. By Paul McKee et al. Boston: Houghton Mifflin Company, 1949. Pp. 64. 30 cents each.

A well-controlled vocabulary and a high level of child interest are combined to make the pre-primers of this series interesting and profitable experiences for young children. The teacher's manual which accompanies each book gives direction in the use of the materials. Some teachers will object to the suggestions given regarding the teaching of word analysis techniques. Initial consonants are, for example, isolated and identified very early in the program and some will contend that this early word analysis will cause the child to fixate on individual letters in words rather than on the words as wholes.

S. E. S.

Reading for Meaning Series. By Paul McKee et al. *With Jack and Janet*, illustrated by Corinne Malvern; *Up and Away*, illustrated by Corinne Malvern and Charlot Bowman; *Come Along*; *On We Go*; and *Looking Ahead*. Boston: Houghton, Mifflin Company, 1949 and 1950. Pp. 192, 192, 255, 255, and 319, respectively. 93 cents, 93 cents, \$1.05, \$1.05, and \$1.20 respectively.

Following the order in which the books are listed above, they start with the primer, and proceed through the first reader, two second readers of progressive difficulty, and an easy third reader. Compared to other series of readers, the story content in these books is exceptionally fine, the authors having made adaptations of stories by Dorothy Baruch, Alice Dalgliesh, Marjorie Flack, Mabel La Rue, and others. Good judgment was shown in the well-balanced selection of stories based on the interest of six- and seven-year-olds in the here and now, in animals, and in imaginative tales. No one type is used to the exclusion of others. Like most readers, however, they are written for upper middle-class and upper-class children. In spite of the fact that the publisher claims, ".... Material (in the primer and first reader) includes no concepts that are strange to him (the child)," one wonders how many underprivileged city children and children in the South, who will be expected to read from these books, are really familiar with the experiences of the children in these stories. The vocabulary has been closely controlled so that no more than two new words are introduced on a page in the primer, first, and second readers; there are many pages on which no new words are introduced. Some teachers will question the advisability of including practice exercises in the readers. Scattered throughout each of these books are lessons in phonics, lessons in developing meaning, etcetera. For emphasis, certain letters, words, and phrases are printed in colored type rather than black. The lesson plans in the Teachers' Editions of these books are definitely and precisely organized so that not even a beginning teacher would have a doubt as to what to do next. This series may be requisitioned from the K-50 allotment of the Chicago Board of Education.

M. G. H.

Effective English. By Clarence Stratton. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 324. \$4.50.

Perhaps there will come the day when books dealing with effective speaking and writing will begin with ideas and materials, leaving for later consideration the manipulation of the tools of expression and their analysis. *Effective English* is excellent provided one is looking, not for new approaches, but for the traditional procedure attractively presented. Most intriguing of the chapters is the fourth, entitled "The Truth—No More, No Less."

E. D.

State Birds and Flowers. Written and illustrated by Olive L. Earle. New York: William Morrow and Company, 1951. Pp. 64. \$2.00.

State Birds and Flowers presents, through simply-written descriptions and well-done black and white sketches, the native bird and flower of each state. The volume will make a contribution to a room or school science library.

S. E. S.

A Good School Day. By Viola Theman. Illustrated by Ruth Allcott. New York: Teachers College, Columbia University, 1950. Pp. 60. 60 cents.

This is one of the publications in the Parent-Teacher Series; it is intended for both parents and teachers. Written in a very easy, readable style, the pamphlet will help to answer many planning problems puzzling beginning teachers and will, at the same time, provide parents with some understanding of and insight into the school day of the elementary school child.

S. E. S.

Do-It Fun for Boys and Girls. By Mary and Dale Goss. Peoria, Illinois: Charles A. Bennett Company, Inc., 1950. Pp. 128. \$2.95.

The craft ideas presented in this volume would have been received more enthusiastically by the reviewer if a "make it your own way" philosophy were more evident in the book. For example, in the section on making the Hallowe'en mask, the authors list the directions in an orderly fashion but fail to suggest that the youngster might enjoy trying out his own ideas for making nose, ears, etcetera. Originality is fostered by an experimental attitude which is missing in this book.

S. E. S.

Getting Ready. By Paul McKee and M. Lucile Harrison. Boston: Houghton Mifflin Company, 1949. Pp. 64. 42 cents.

This readiness workbook is designed for use immediately prior to the pre-primers of the series of which it is a part. It is felt by the reviewer, however, that children will find its content difficult and will quickly lose interest unless they have had a variety of previous experiences to support the activities suggested in the workbook. For example, the workbook, in initiating visual discrimination, asks the child to discriminate between the letters of the alphabet, although not identifying them. It seems to this reviewer that many opportunities for gross discrimination should be provided before the child is asked to make letter discrimination.

S. E. S.

Cursive Basic Handwriting, Books 4-6. By Stone and Smalley. New York: Charles Scribner's Sons, 1949 and 1950. Pp. 64.

Three of a series of six workbook-form writing instruction and practice books, *Cursive Basic Handwriting* provides at each grade level an organized approach to handwriting instruction. The workbook-form is intended to give a permanent record of the child's progress; it is not intended that his practice be limited to it. It is interesting to note that in books four, five, and six either the cursive or the manuscript form of the capital letters is approved.

E. C. S.

Toll Roads and the Problem of Highway Modernization. By Wilfred Owen and Charles L. Dearing. Washington, D. C.: The Brookings Institution, 1951. Pp. 204. \$2.50.

During recent years more than one-half of our states have given serious consideration to the construction of toll roads as a solution to their highway problems, and in at least five states there are main routes on which tolls are collected. The toll-road movement, the advantages and disadvantages of toll roads, the financial problems involved, the present policies of federal and state governments in highway construction, and the integration of toll roads and free roads are ably presented in this interesting book.

F. K. B.

Your Country and Mine. By Gertrude Stephens Brown with Ernest W. Tiegs and Fay Adams. *Your World and Mine.* By Grace S. Dawson with Ernest W. Tiegs and Fay Adams. Boston: Ginn and Company, 1951. Pp. 487 and 488 respectively. \$3.40 each.

Part of a series of integrated social studies texts for grades three through nine, these books should help the teacher to provide understanding on the part of fifth and sixth graders of the people of our own and of other countries. Nowhere are facts or concepts presented in isolation. Throughout the books, through narratives based on facts; a variety of drawings photographs, maps, an occasional folk song; and good descriptive writing, geographic concepts as well as those of an economic, social, historical, or political nature are carefully developed.

E. C. S.

Physical Education: Organization and Administration. By Jay B. Nash, Francis J. Moench, and Jeanette B. Saurborn. New York: A. S. Barnes and Company, Inc., 1951. Pp. 498. \$5.00.

Dr. Jay B. Nash has been a nationally recognized authority in the field of physical education for many years. He, Dr. Moench, and Dr. Saurborn have collaborated very successfully on what appears to be a revision of Dr. Nash's *Administration of Physical Education* which was written originally some twenty years ago. The book is a valuable guide for school administrators, physical education personnel, and prospective teachers. The first phase is devoted to the philosophy of physical education and the place of physical education in the total school curriculum. The second phase is concerned with the general scope of administration: selecting objectives, setting the stage, handling administrative routine, and evaluating progress. It also discusses these in terms of elementary and secondary school physical education programs. There are many excellent

charts, tables, diagrams, and formulas. The third phase of the book is devoted to a discussion of special problems: the school-community camp, the professional preparation of teachers, and the liability of schools and school employees. There is a regular extensive Appendix which includes the Health and Physical Education Law of the State of Illinois. B. A. H.

High Times. By Nellie Zetta Thompson. New York: E. P. Dutton and Company, Inc., 1950. Pp. 258. \$2.50.

This book provides excellent guidance and ideas for anyone responsible for directing the group social activities of adolescents, in or out of school. It contains the nuclei of ideas for many different types of social events from which the leader, or sponsor, may develop complete plans for activities suitable to the particular group according to its type, size, resources, and facilities. The introduction should be helpful when difficulties arise in developing a successful activities program. L. C.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Short, Short Stories. Edited by William Ransom Wood. New York: Harcourt, Brace and Company, 1951. Pp. 310. \$1.80.

Thirty unusual, thought-provoking stories illustrate intriguing personal problems—amusing, poignant, surprising experiences. Cleverly introduced, each story makes "a point" which is emphasized by illustrating comments in "Let's Consider." Questions are carefully included to direct students in considering conflicts, motives, and techniques; also to encourage writing similar stories. Each story can be read and discussed in one class session. Brief biographies and additional titles suggest further reading. A. C. B.

Good Times through Literature. By Robert C. Pooley et al. Chicago: Scott, Foresman and Company, 1951. Pp. 576.

This anthology provides a year's reading—literature program for the ninth grade. Units such as "Thrills and Chills," "Families Are Like That," and "Twenty-four Hours a Day" supply both boys and girls with reading material of value as well as of interest. Headnotes and unit bibliographies should prove useful in extending reading experience. Good study questions, unit reviews, and the sections "Author's Craft" and "Know Your Words" should be helpful in extending reading ability. An accompanying *Guidebook* for the teacher and a supplementary workbook for the student will please those who like ready-made tools of instruction. I. M. K.

The Quickest Way to Paint Well. By Frederic Taubes. New York: Studio Publications, Inc., in association with Thomas Y. Crowell Company, 1950. Pp. 100. \$3.50.

A very readable explanation of how to make an oil painting. The author has given a concise account of the materials needed and a clear description of how to use them properly. The book is written primarily from the point of view of being helpful to beginners. H. G. G.

Experience in Science. Paul E. Blackwood. Chicago: Harcourt, Brace and Company, 1950. Pp. 156. \$1.20.

This excellent workbook to be used with the textbook *Science for Better Living* is replete with interesting experiments, self tests, and reviews. Many good diagrams are used to add information as well as to illustrate the method of setting up experiments. It is a real workbook and should be of great help to teacher and pupil alike. D. P.

Mathematics, A First Course. By Myron F. Rosskopf et al. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 472. \$2.60.

In twenty-one chapters this book provides material for a first course in high school mathematics. It theory, drill, and applications emphasize beginning algebra with appropriate materials selected from arithmetic, intuitive geometry and numerical trigonometry as necessary. Although this is not the typical high school algebra, the topics and materials are of that level and used effectively. Much social phase mathematics is employed and given simple algebraic treatment, thus illustrating the values of mathematics in our civilization. J. J. U.

An Experience in Health Education. Battle Creek, Michigan: The W. K. Kellogg Foundation, 1950. Pp. 175.

This text shows how the often quoted definitions of health education and its related fields can be put into action when interest, personnel, and funds are available. It tells how the need of a particular community was met and how the plan developed and directed attention to other aspects of community life. That the plan prospered and spread widely seems due to the understanding of all of the value and need of functional health education. G. B.

Pattern for Personality. By Judith Unger Scott. Illustrated by Ruth K. Macrae. Philadelphia: Macrae Smith Company, 1951. Pp. 191. \$2.50.

This book offers advice and practical suggestions to girls wishing to make the most of themselves and to succeed in their personal relationships. Although it seems to emphasize popularity more than purposefulness, it will carry deeper significance to many readers. In easy colloquial style, the author discusses what a girl should do in her home, school, and social life to attain "your real goal, your real career—that of becoming a lovely, gracious woman." B. B. P.

State Champs. By Leon E. Burgoyne. Illustrated by Joseph Bolden. Philadelphia: John C. Winston Company, 1951. Pp. 210. \$2.50.

Bob Nielson, one of Merrill High's star basketball players, was benched the first half of the season because of his injured knee, but he returned to the team to help win the state championship. Although an average sport story, the strong point is that the team's winning or losing does not depend upon one player. The poor illustrations detract from the story. E. J. W.

Clutch Hitter. By Richard Wayne. Philadelphia: Macrae Smith Company, 1951. Pp. 201. \$2.50.

During his first year with the Red Wings, Mike Tracy won popularity as a clutch hitter. However, because he never played any better than he needed to, he started on his way down in baseball. It wasn't until he'd reached the bottom that he discovered that Manager Jiggs Logan wanted players who would practically jeopardize their lives in a game. Team loyalty is necessary, but one wonders if Logan wasn't an extremist in the matter. However, this viewpoint won't bother boys; they'll like the story. For ages twelve to sixteen.

E. M. H.

Treasure Chest of Sport Stories. Compiled by Max Herzberg. New York: Julian Messner, Inc., 1951. Pp. 231. \$2.75.

This anthology contains nineteen short stories of America's favorite sports—football, basketball, wrestling, boxing, racing, track, skiing, fencing, and hockey. Most of the stories have appeared before in magazines. The sport fan will find an abundance of action, humor, team play, loyalty, and personal sacrifice as well as many of his favorite authors.

E. J. W.

Catchpenny Street. By Elizabeth Headley. Philadelphia: Macrae Smith Company, 1951. Pp. 223. \$2.50.

Excitement ran high on Linden Street, better known as "Catchpenny Street," during the summer of 1917; flags were flying, bands playing, and troop trains were filled with boys in khaki. It was also an eventful summer for Ellen Arthur because her infatuation for her childhood sweetheart, Gordon Baldwin, ended and she fell in love with Tony Wilde, a young interne. Ellen's love story proves that the romantic problems of 1917 are very similar to those of the modern teenager.

E. J. W.

The Dynamic Economy. A Dialogue in Play Form. By Harold G. Moulton in collaboration with Frank Palmer. Washington, D. C.: The Brookings Institution, 1950. Pp. 238. \$2.00.

The authors of this book make extremely interesting use of the group discussion to bring many points of view into focus on the important question: Whether technological change and economic expansion are concomitant with a better life for all the people. The device, with the opportunity it offers to bring a growing group into play and thus to several changes in ideas and in experience, makes a potentially boring subject very lively, and it should stimulate further discussion in classes fortunate enough to use it as a text.

L. G.

An Introduction to Shakespeare. By Marchette Chute. New York: E. P. Dutton and Company, Inc., 1951. Pp. 123. \$2.25.

The student who approaches Shakespeare through the pages of this book will find himself in a world of real people—court figures, the play-going masses, actors, and manager—and see Shakespeare against the vivid backdrop of London life. The theater will recognize that Miss Chute has based her book on sure scholarship and be glad for the ease with which she sets forth "the wide universe of Shakespeare's mind."

L. G.

Conquest, Book IV. By George W. Norvell and Carol Hovious. Boston: D. C. Heath and Company, 1951. Pp. 688. \$3.00.

Like others of this series, *Conquest, Book IV*, aims at being more than an anthology. Part I presents selections chosen because "the line of critical approval coincides with the line of student approval" on the basis of Norvell's long study of what students like. There are study helps on factual recall and interpretation. A section, "Five Novels to Read," offers ideas for discussing and evaluating five supplementary books. Part

II presents six units of study: one on reading skills, others on the use of the library, magazine reading, choral reading, motion pictures, radio, and television. These chapters are interestingly written and rich in suggestions for activities.

M. L.

New American Edition of Everyman's Library. New York: E. P. Dutton and Company, Inc., 1950 and 1951.

A new American edition of *Everyman's Library*, redesigned and entirely reset in large type, is now being issued. Some of the initial volumes in the American edition are listed here; others are now in preparation.

Great Expectations. By Charles Dickens. With an introduction by G. K. Chesterton. Pp. 573.

Moby Dick. By Herman Melville. With an introduction by Sherman Paul. Pp. 664.

The History of the Peloponnesian War. By Thucydides. Translated with an introduction, by Richard Crawley. Pp. 642.

The World of Washington Irving. By Van Wyck Brooks. Pp. 514.*

The Last of the Mohicans. By James Fenimore Cooper. Introduction by Robert E. Spiller. Pp. 463.

The Rights of Man. By Thomas Paine. Introduction by George Jacob Holyoake. Pp. 292.

The Vicar of Wakefield. By Oliver Goldsmith. Introduced by Frederick W. Hilles. Pp. 226.

Aucassin and Nicolette and Other Mediaeval Romances and Legends. Translated from the French by Eugene Mason. Introduction by Eugene Mason. Pp. 249.

Indian Summer. By William D. Howells. With new introduction by William M. Gibson. Pp. 317.

Far From the Madding Crowd. By Thomas Hardy. With new introduction by Mary Ellen Chase. Pp. 475. L. M. J.

Wild Hunter. By K. C. Kendall. Illustrated by Manning deV. Lee. New York: Franklin Watts, Inc., 1951. Pp. 236. \$2.50.

The training of bird dogs; the excitement of pheasant hunting; and the friendship between Al Doane, trainer at the Red Wattle Gun Club, and young Bob Armitage, his helper, are of deep interest. But the heart of the story lies in the way Bob's love and faith helped Princess, the setter, to overcome gun-shyness and to win—for Al Doane—a wager between him and Irvine Ryder, an objectionable Club member. Lovers of dogs, whether twelve years or older, will enjoy this book.

E. M. H.

Growing Up. By Roy O. Billett and J. Wendell Yeo. Illustrated. Boston: D. C. Heath and Company, 1951. Pp. 370. \$2.80.

Intended for eighth to tenth grade pupils, this book discusses a wide variety of topics. Although simply written, the book tends to exhort rather than to persuade. The detailed teacher's manual warns the teacher not to "take the edge off" her pupils' interest by prolonged discussion—a warning which might be applied to the minutiae in the pupil's laboratory manual. The book and manual both would have profited from more selectivity and subtlety.

B. B. P.

This Is the Life. By Wellington G. Pierce. Illustrated by Paul Giambarda. Boston: D. C. Heath and Company, 1951. Pp. 324. \$2.60.

Suited to ninth or tenth grade pupils, this book discusses personal-social problems with some degree of selection, subtlety, and taste. The sketches are bright and the anecdotal material natural. Stressing as it does group influence and responsibility this book would be useful with young people having trouble understanding those relationships.

B. B. P.

Adventures in Modern Literature, Third Edition. By Ruth M. Stauffer et al. New York: Harcourt, Brace and Company, 1951. Pp. 747. \$3.60.

Two-thirds of the selections in this third edition are new, and all the editorial matter is new. There are two full-length plays and more selections for sustained reading. High in interest and in literary quality, the materials evidence the editors' concern with social changes and also with the widening range in reading ability of high school juniors and seniors. Special sections on "Using Words" and on "Intensive Reading" as well as the introductory overviews of modern fiction, biography, poetry, drama, and essay enhance the effectiveness of this attractive anthology. Illustrated. M. L.

Hidden Pond. By Helen Girvan. Illustrated by Albert Orbaan. New York: E. P. Dutton and Company, Inc., 1951. Pp. 192. \$2.50.

When Denis went to Manoir Laurent to recuperate from a nervous breakdown, she expected to be a bored stranger among her French-Canadian relatives. She was soon completely intrigued with their way of life and enjoyed learning to cook, ski, and ice skate. While helping Clem solve the mystery concerning Jarret's disappearance she fell in love and decided to trade her possible career as a concert pianist for life on a Canadian farm. A good choice for teenage girls. E. J. W.

Nancy Gets a Job. By Helene Laird. Cleveland: The World Publishing Company, 1951. Pp. 224. \$2.00.

Nancy entered the business world armed with a college education but deficient in knowledge of such things as office etiquette, how to live on a budget, and how to manage an apartment. Nancy was more fortunate than most young girls because Sue Elder offered wholesome

and practical solutions to her problems. All of the books in this series, of which this is the third, have been fashioned by the author's own experiences. This one is a combination of entertainment and information capable of serving as an excellent guide to the young business girl. E. J. W.

Senior Days at Davenport High. By Charles E. Davis. New York: Julian Messner, Inc., 1951. Pp. 177. \$2.50.

Charles E. Davis, Superintendent of Schools in Upper Sandusky, Ohio, initiated the idea of the All Night Prom as a possible plan for eliminating the accidents and misfortunes that too often follow the traditional high school celebrations. The story illustrates how such an accident occurred at Davenport High and resulted in Don Hamilton, a football hero, being ostracized by his fellow students. When Don is finally reinstated, he presents the plan for the All Night Prom that is readily accepted. This is an impressively told story that offers a plausible solution to a current teenage problem. E. J. W.

From This Day Forward. By Jessica Lyon. Philadelphia: Macrae Smith Company, 1951. Pp. 215. \$2.50.

Another worthwhile junior novel by Jessica Lyon in which she sympathetically deals with the effects of parents' divorce upon a young person approaching marriage. Lovely Ginny Kerr liked Grant Jordan but as liking deepens into love she is tortured by memories of her parents' unsuccessful marriage. Grant's patient understanding and his mother's sound philosophy finally erase Ginny's fear. Good characterization and a well-told story makes this good reading for the teenagers. E. J. W.

FOR YOUNGER CHILDREN

Texas Pete. By Jene Barr. Illustrated by Chauncey Maltman. Chicago: Albert Whitman and Company, 1950. \$1.00.

Six- and seven-year-old boys will joyfully identify themselves with Texas Pete when they read this story. Pete, like most boys of this age, wanted to be a cowboy. He worked and helped, and, as a result, he gradually acquired all the essentials of a cowboy outfit except the gun. But, like real city children, he had no pony to ride. He had to pretend until one day when his parents took him to an amusement park where he rode a pony around a ring, and, what is more, fed him two lumps of sugar. Vocabulary checked against Rinsland Word List. M. G. H.

Latin-American Leaders. Edited by Mathilda Schirmer. Illustrated by Dirk Gringhuis. Chicago: Beckley-Cardy Company, 1951. Pp. 185. \$1.40.

Ten biographies of noted Latin-American leaders are assembled here to help upper elementary children become familiar with those who have contributed to progress in the countries to the south. Black and white illustrations add to the enjoyment of the book. E. C. S.

Swimming Hole. By Jerrold Beim. Illustrated by Louis Darling. New York: William Morrow and Company, Inc., 1951. Pp. 44. \$2.00.

Swimming Hole, by the author of the well-known *Two Is a Team*, is a picture story book which is sure to appeal to lower elementary youngsters, especially boys. Red as a lobster from too much sun at the swimming hole, Steve, who didn't want to play with Larry, a Negro boy, learns that color doesn't matter in choosing one's friends. S. E. S.

Poncho and the Pink Horse. Written and illustrated by Theresa Kalab Smith. Austin, Texas: The Stead Company, 1951. Pp. 23. \$1.50.

The gay Santa Fe Fiesta proved a turning point in the lives of shy, serious Poncho and his sad-faced little burro. By singing and playing on his guitar the folk songs which his father had taught him he delighted crowds of children and earned endless rides on the popular pink horse if the merry-go-round. Meanwhile all day long Chiquita carried on his sturdy back eager customers for rides. Poncho returned home with a pocketful of jingling dimes and five silver dollars. Best of all, there was a warm glow in his heart because he felt he had belonged to the happy throng. Full-page pictures in bold, beautiful colors enhance the charm and interest of the book. M. E. C.

Irish Red, Son of Big Red. By Jim Kjelgaard. New York: Holiday House, 1951. Pp. 224. \$2.50.

Mike, a runt, was bent upon following his own head in hunting. Although his young trainer, Danny Pickett, loved him and Danny's father had faith in him, the pup seemed hopeless. But Mike's forebears had hunted in boggy country and Mike eventually demonstrated that he also had the ability to do this. Mike as a puppy is endearing; the story of emergence as a real hunter is exciting. Readers of twelve and up will delight in it. The book is dedicated to Dilla MacBean. E. M. H.

Surprise for Nancy. By Jene Barr. Illustrated by Margie Benoit. Chicago: Albert Whitman and Company, 1950. \$1.00.

Shopping with mother was great fun and full of surprises for Nancy when they went to buy new clothes at Big Store. Nancy's best surprise came, however, when she arrived home and found father with a little white rabbit which he had brought for her. Probably second reader level. Vocabulary checked against Rinsland Word List. M. G. H.

EDUCATIONAL CONFERENCES AND CONVENTIONS — 1952

Regional Conferences: National Commission on Teacher Education and Professional Standards. January 4-5, Boston; January 11-12, Washington, D. C.; January 14-15, Nashville; January 18-19, Oklahoma City; January 21-22, Des Moines; January 25-26, Santa Monica; January 28-29, Spokane; and February 1-2, Chicago.

January 27-31: National Conference, UNESCO, Hunter College, New York.

February 10-14: Association for Supervision and Curriculum Development, Annual Meeting, Boston.

February 21-23: American Association of Colleges for Teacher Education, Chicago.

February 23-27: American Association of School Administrators, St. Louis.

April 3-5: Illinois Vocational Association Annual Convention, Chicago.

April 6-10: Annual Convention American Association for Health, Physical Education, and Recreation, Los Angeles.

April 14-18: Association for Childhood Education International, Study Conference, Philadelphia.

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